

EXHIBIT EE

**FIREFIGHTER
EXAM. NO. 7029**

TEST DEVELOPMENT REPORT



Prepared by: Matthew Morrongiello
Tests and Measurement Specialist
Uniformed and Technical Examining Group
Bureau of Examinations
Department of Citywide Administrative Services

Table of Contents

<u>Description</u>	<u>Page</u>
Introduction	4
Preparation for Job Analysis	4
Interviews/Observations	5
Preparation for Job Analysis Survey	5
Job Analysis Survey	6
Job Analysis Questionnaire (JAQ)	
Data Analysis	10
Linking Panel	10
Test Plan Development	11
Item-Writing Panel	11
Review Panel	12

Table of Appendices

<u>Appendix</u>	<u>Description</u>
A	Breakdown of active firefighters by division, unit, ethnicity and gender
B	Job Analysis Field Visit Guide
C	Sampling plan for Job Analysis Questionnaire (JAQ)
D	Job Analysis Questionnaire (JAQ), and the task and ability lists used for the JAQ
E	JAQ Results
F	Materials used for the linking exercise, and the final task and ability lists
G	Linking results and average ability ratings
H	Pro-rated test plan
I	Final test plan

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INTRODUCTION

Firefighters, under general supervision, assist in the control and extinguishment of fires and in the enforcement of laws, ordinances, rules and regulations regarding the prevention, control and extinguishment of fires.

The previous examination for this title - Firefighter, Exam. # 0084 - consisted of an open competitive, written multiple-choice test and a physical test. Each test had a weight of 50. The written test was held on May 9, 1992. The development of the previous test was conducted by Landy, Jacobs, Inc., a private consulting firm.

PREPARATION FOR JOB ANALYSIS

Matthew Morrongiello, examiner for the Dept. of Citywide Administrative (DCAS), was assigned to work on the written test in the middle of 1997. DCAS requested demographic information on the incumbent population and informed the Fire Dept. of New York (FDNY) of the proposed test development schedule in a letter to Sherry Ann Kavalier, Director of Personnel, FDNY, dated November 26, 1997. On January 9, 1998, FDNY supplied DCAS with the requested information. Appendix A shows the breakdown of this information by division, work unit, ethnicity and gender.

In a series of meetings that included Tom Patitucci, Director of Uniformed and Technical Group (UTEG), the following issues were decided:

Conduct a new, comprehensive job analysis.

Use the formula that is currently being used for the uniform titles to determine the number of incumbents needed for the job analysis survey;

Request 8 - 12 incumbents for the focus panel to review the task and ability lists, and job analysis questionnaire, and ask for at least one female and minority for this panel, the item-writing panel and linking panel;

Do not include any scales that measure physical ability on the Job Analysis Questionnaire since the same physical test will be used and there is no need to collect this data;

Use a Fleishman-based ability test. Among these abilities are Oral Comprehension, Written Comprehension, Oral Expression, and Written Expression. On the last job analysis done by Landy Jacobs, they appeared to combine the comprehension and expression abilities: Verbal Comprehension (the ability to understand language, either written or spoken) and Verbal Expression (the ability to use language, either oral or written, to communicate information or ideas to other people). For this job analysis, it was agreed to use the four separate abilities on the Job Analysis Questionnaire.

INTERVIEWS/OBSERVATIONS

It was decided that interviews would be conducted mainly for the purpose of familiarizing the examiner with the job. Those interviewed were asked a series of questions from the Job Analysis Field Visit Guide (Appendix B) and/or were asked to review the task list from the previous exam and update it where necessary. Each interview lasted from 1 to 3 hours and was conducted by Matthew Morrongiello. See Table 2 for information on those interviewed/observed.

Table 2
Interviews/Observations of Firefighters

Name	Title	Date	Ethn./Gender	Unit	Borough
Don Shields	Firefighter	1/13/98	White Male	Ladder 11	Manhattan
Andrew Sforza	Firefighter	1/13/98	White Male	Engine 54	Manhattan
Kevin Farrell	Firefighter	1/15/98	White Male	Engine 65	Manhattan
James Mills	Firefighter	1/15/98	White Male	Ladder 176	Brooklyn
Jim McGuire	Firefighter	1/16/98	White Male	Ladder 114	Brooklyn
Alfred Odea	Firefighter	1/16/98	White Male	Engine 287	Queens

PREPARATION FOR JOB ANALYSIS SURVEY

The information derived from the interviews/observations and the task list from the previous job analysis were incorporated into an updated task list. The ability list used for this examination was the Fleishman's ability list. The 4-point scales used on the survey were based on the scales that UTEG is currently using for job analysis surveys.

On January 27, 1998, a focus group of subject matter experts (SME's) (Table 3) was convened at DCAS in order to review the task and ability lists, and the Job Analysis Questionnaire (JAQ) survey. The panel suggested changes to the proposed task list so it more accurately reflected the current job of Firefighter.

Table 3
Focus Group

Name	Title	Ethnicity/Gender	Unit	Borough
Eileen Gegan	Firefighter	White Female	Engine 250	Brooklyn
George Torres	Firefighter	Hispanic Male	Engine 41	Bronx
Vernon Cherry	Firefighter	Black Male	Ladder 118	Brooklyn
Steven Francese	Firefighter	White Male	Engine 280	Brooklyn
Philip Tesoriero	Firefighter	White Male	Ladder 11	Manhattan
Christopher Donovan	Firefighter	White Male	Ladder 22	Manhattan
Robert Neubert	Firefighter	White Male	Engine 48	Bronx
James Johnson	Firefighter	White Male	Ladder 137	Queens
Joseph Nucatola	Firefighter	White Male	Engine 297	Queens
Frank Macchia	Firefighter	White Male	Engine 265	Queens

JOB ANALYSIS SURVEY

DCAS planned to collect job analysis questionnaires from 174 permanent Firefighters. This number was arrived at using the following formula currently used by UTEG to determine sample size:

$$n = \frac{NV}{((N-1)D) + V}$$

where:

n = Sample size

N = Population size (8,504)

V = Estimated Variance = $\frac{\text{Range of Rating Scales}^2}{6}$

$$D = \frac{B^2}{4}$$

$$B = .1; D = .0025$$

$$\text{Range of Rating Scales} = 4$$

With regard to the formula, there is a "conservative," "moderate" and "less conservative" figure that is calculated. Since UTEG generally uses the "moderate" figure to determine sample size, it was agreed that the moderate figure (174) would be used in this case.

It should be noted that 8,504 was used as the population size in the calculation, since this is the figure of all Firefighters, both active and administrative. (The demographics FDNY supplied to DCAS lists 8,042 Firefighters, which is the number of active, non-administrative Firefighters.)

DCAS requested from FDNY that 199 Firefighters complete a questionnaire. This number was arrived at by adding 25 to the original number of 174. Additional incumbents were requested in order to account for incomplete surveys or no-shows for the administration, and to try to ensure that minority groups and females were represented. DCAS requested incumbents based on the demographic information supplied by the FDNY and did a sampling plan to approximate the proportion of firefighters by division, work location, ethnicity and gender (Appendix C). DCAS requested Firefighters assigned to an engine or ladder work location since the majority of Firefighters are assigned to these locations. See Table 4 for information on incumbents requested for the survey and information on the respondents of the JAQs.

Table 4
Information on Job Analysis Questionnaire Respondents

Breakdown by division and unit

Div.	# of incumbents					# completed the JAQ				
	Eng.	%	Lad.	%	Total	Eng.	%	Lad.	%	Total
1	327	7.70	361	9.84	688	7	6.80	9	10.11	16
3	382	9.00	320	8.72	702	9	8.74	7	7.87	16
6	322	7.58	400	10.91	722	8	7.77	11	12.36	19
7	491	11.56	462	12.60	953	12	11.65	11	12.36	23
8	581	13.68	504	13.74	1,085	14	13.60	11	12.36	25
11	535	12.60	347	9.46	882	14	13.60	8	8.99	22
13	487	11.47	401	10.93	888	11	10.68	9	10.11	20
14	550	12.95	431	11.75	981	14	13.60	10	11.24	24
15	571	13.45	442	12.05	1,013	14	13.60	11	12.36	25
Other	-	-	-	-	-	0	0	2	2.25	2
TOTAL	4,246	100	3,668	100	7,914	103	100	89	100	192

	# of incumbents			# completed JAQ		
	Engine	Ladder	TOTAL	Engine	Ladder	TOTAL
TOTAL #	4,246	3,668	7,914	103	89	192
TOTAL %	53.65	46.35	100	53.6	46.4	100

Table 4
Information on Job Analysis Questionnaire Respondents
Breakdown by division and ethnicity

Div.	# of incumbents								
	W	%	B	%	H	%	A	%	Total
1	642	8.56	33	12.27	26	10.44	3	23.08	704
3	661	8.81	28	10.41	19	7.63	3	23.08	711
6	679	9.05	26	9.67	26	10.44	1	7.69	732
7	864	11.51	38	14.13	59	23.69	3	23.08	964
8	1,066	14.21	8	2.97	27	10.84	1	7.69	1,102
11	816	10.87	43	15.99	33	13.25	1	7.69	893
13	852	11.35	34	12.64	15	6.02	0	0	901
14	951	12.67	21	7.81	25	10.04	1	7.69	998
15	973	12.97	38	14.13	19	7.63	0	0	1,030
TOTAL	7,504	100	269	100	249	100	13	100	8,035

Div.	# completed the JAQ												
	W	%	B	%	H	%	A	%	N A	%	Miss ing	%	Total
1	14	8.92	0	0	1	6.25	0	0	0	0	1	20.00	16
3	12	7.64	0	0	2	12.50	1	33.33	0	0	1	20.00	16
6	14	8.92	1	10.00	3	18.75	1	33.33	0	0	0	0	19
7	17	10.83	3	30.00	3	18.75	0	0	0	0	0	0	23
8	23	14.65	0	0	2	12.50	0	0	0	0	0	0	25
11	17	10.83	1	10.00	3	18.75	0	0	0	0	1	20.00	22
13	16	10.19	2	20.00	1	6.25	0	0	0	0	1	20.00	20
14	21	13.38	1	10.00	0	0	0	0	1	100	1	20.00	24
15	22	14.01	2	20.00	0	0	1	33.33	0	0	0	0	25
Other	1	0.64	0	0	1	6.25	0	0	0	0	0	0	2
TOTAL	157	100	10	100	16	100	3	100	1	100	5	100	192

# of incumbents							
	White	Black	Hispanic	Asian	Nat. Am.	Missing	TOTAL
TOTAL #	7,504	269	249	13	6	1	8,042
TOTAL %	93.31	3.34	3.10	.16	.07	.01	99.99

# completed the JAQ							
	White	Black	Hispanic	Asian	Nat. Am.	Missing	TOTAL
TOTAL #	157	10	16	3	1	5	192
TOTAL %	81.8	5.2	8.3	1.6	.5	2.6	100

Table 4
Information on Job Analysis Questionnaire Respondents

Breakdown by division and gender

Div.	# of incumbents					# completed the JAQ				
	M	%	F	%	Total	M	%	F	%	Total
1	701	8.75	3	10.34	704	14	7.61	2	25.00	16
3	708	8.84	4	13.79	712	15	8.15	1	12.50	16
6	731	9.12	1	3.45	732	19	10.33	0	0	19
7	959	11.97	5	17.24	964	22	11.96	1	12.50	23
8	1,102	13.75	3	10.34	1,105	25	13.59	0	0	25
11	891	11.12	2	6.90	893	22	11.96	0	0	22
13	896	11.18	5	17.24	901	17	9.24	3	37.50	20
14	995	12.42	3	10.34	998	23	12.5	1	12.50	24
15	1,030	12.85	3	10.34	1,033	25	13.59	0	0	25
Other	-	-	-	-	-	2	1.09	0	0	2
TOTAL	8,013	100	29	100	8,042	184	100	8	100	192

	# of incumbents			# completed JAQ		
	Male	Female	TOTAL	Male	Female	TOTAL
TOTAL #	8,013	29	8,042	184	8	192
TOTAL %	99.64	.36	100	95.8	.42	100

The JAQ was administered at the FDNY Training Academy on Randall's Island on 2/23, 3/2, 3/9, and 3/16/98. A total of 195 Firefighters completed surveys. However, 192 surveys were analyzed since 3 surveys were not completed properly.

See Appendix D for the Job Analysis Questionnaire (JAQ) and the task and ability lists used for the JAQ.

JOB ANALYSIS QUESTIONNAIRE (JAQ) DATA ANALYSIS

The JAQ data was analyzed with an SPSS program. The following decision rules were used to keep or eliminate the tasks and abilities:

Abilities

If an ability had a mean importance rating of 2.5 or higher, it remained on the list. When this rule was applied to the ability list, 18 out of 21 abilities (85.71%) remained on the list.

Importance Rating Scale used on the JAQ

- | | | |
|---|---|-------------------------------------------------|
| 4 | = | Critical to the performance of my job |
| 3 | = | Important to the performance of my job |
| 2 | = | Somewhat important to the performance of my job |
| 1 | = | Not relevant to the performance of my job |

As can be seen from the above rating scale, a mean of 2.5 falls in between the "Important" and "Somewhat important" points of the scale.

Tasks

If 66.7% or more of the respondents answered "yes" to performing the task and the task had a mean importance rating of 2.5 or higher, it remained on the list. When this rule was applied to the task list, 111 out of 196 tasks (56.63%) remained on the list.

Importance Rating Scale used on the JAQ

- | | | |
|---|---|-----------------------------------------------------|
| 4 | = | Critical part of my job |
| 3 | = | Important part of my job |
| 2 | = | Somewhat important part of my job |
| 1 | = | Part of my job, but not an important part of my job |

As can be seen from the above rating scale, a mean of 2.5 falls in between the "Important" and "Somewhat important" points of the scale.

See Appendix E for the results of the JAQ.

LINKING PANEL

A linking panel was held at DCAS on April 23, 1998. Twelve Firefighters participated in the panel. The purpose of the panel was to have the Firefighters rate - or link - the task clusters to the abilities. This information was used to develop the test plan. Each panel member was given the final task and ability lists, and, using a 4-point rating scale, was asked to decide how important each ability is in performing the tasks within the cluster. Each member completed the Affidavit for Special Examiners form. See Table 5 for information on the linking panel members.

Table 5
Linking Panel

Name	Title	Ethnicity/Gender	Unit	Borough
Steven Barretta	Firefighter	Hispanic Male	Ladder 144	Queens
Michael Carlin	Firefighter	White Male	Ladder 11	Manhattan
Gregory Evans	Firefighter	Black Male	Engine 214	Brooklyn
Michael Francese	Firefighter	White Male	Engine 157	Staten Island
Robert Blair	Firefighter	White Male	Ladder 42	Bronx
Lawrence Barron	Firefighter	White Male	Ladder 61	Bronx
Kurt Rahner	Firefighter	White Male	Engine 44	Manhattan
Thomas Baker	Firefighter	White Male	Ladder 155	Queens
Charles Migan	Firefighter	White Male	Ladder 131	Brooklyn
Stephen Kearns	Firefighter	White Male	Engine 233	Brooklyn
Lorraine Cziko	Firefighter	White Female	Engine 303	Queens
Naim Vata	Firefighter	White Male	Engine 7	Manhattan

See Appendix F for the materials used for the linking exercise and the final task and ability lists.

TEST PLAN DEVELOPMENT

Nine of the abilities - Written Comprehension, Written Expression, Memorization, Problem Sensitivity, Deductive Reasoning, Inductive Reasoning, Information Ordering, Spatial Orientation, and Visualization - were considered testable in a written, multiple-choice format.

The information from the linking exercise was used to determine how many questions would be asked for each ability. First, the average importance ratings for each of the nine testable abilities within each cluster were determined from the individual ratings given by the linking panel. The average importance rating for each cluster was then multiplied by the importance rating the ability received on the JAQ. The products for each of the 21 clusters for each ability were added and divided by 21, resulting in an average rating for each ability. The importance ratings from the linkings and JAQ, and the resulting products are shown in Appendix G.

The average ratings for each of the nine abilities were added and pro-rated for an 85-item test. This pro-rating is shown in Appendix H. Finally, for the final test plan, the pro-rated numbers were rounded, resulting in the number of questions needed for each ability. The final test plan is shown in Appendix I.

ITEM-WRITING PANEL

The item-writing panel started on July 23, 1998 and was made up of one Lieutenant and four Firefighters. See Table 6 for information on the item-writing panel. All the panel members signed the Affidavit for Special Examiner forms and were informed of DCAS's security procedures. All panel members had permanent status and said they were not going to be candidates for the exam. They were also given training in how to write items.

Table 6
Item-writing panel

Name	Title	Ethnicity/Gender	Assignment/Borough
Jack Macaluso	Lieutenant	White Male	Engine 250 - Brooklyn
Kirk Leslie	Firefighter	Black Male	Engine 286 - Queens
Peter Mueller	Firefighter	White Male	Ladder 6 - Manhattan
Robert Roderka	Firefighter	White Male	Ladder 41 - Bronx
William Carlson	Firefighter	White Male	Engine 235 - Brooklyn

DCAS requested that a female and hispanic firefighter be members of the item-writing panel. However, the agency was unable to comply with this request.

REVIEW PANEL

On November 24, 1998, a review panel consisting of one lieutenant and four firefighters was requested from FDNY to review the 109 test items written by the item-writing panel.

The review panel consisted of one lieutenant and four firefighters. The review sessions were held on 12/8 and 12/9/98 at DCAS. All panel members signed the Affidavit for Special Examiner forms and were informed of DCAS's security procedures. All panel members had permanent status and said they were not going to be candidates for the exam. See Table 7 for information on the review panel.

Table 7
Review panel

Name	Title	Ethnicity/Gender	Assignment/Borough
Cesar Rivera	Lieutenant	Hispanic Male	Engine 46 - Bronx
Frank Macchia	Firefighter	White Male	Ladder 2 - Manhattan
Lorraine Cziko	Firefighter	White Female	Engine 291 - Queens
Cornell Horne	Firefighter	Black Male	Ladder 176 - Brooklyn
George Cuevas	Firefighter	Hispanic Male	Engine 154 - Staten Isl.

**Firefighter
Exam. No. 7029**

Breakdown of active Firefighters by division, unit, ethnicity and gender
(Based on demographics supplied by the FDNY 1/9/98)

UNIT				ETHNICITY							GENDER					
Div.	Engine	Ladder	Battalion	Div.	Sub-total	White	Black	Hispanic	Asian	Nat. Am.	Missing	Sub-total	Male	Female	Sub-total	TOTAL
1	327	361	15	1	704	642	33	26	3	0	0	704	701	3	704	704
3	382	320	10	0	712	661	28	19	3	1	0	712	708	4	712	712
6	322	400	10	0	732	679	26	26	1	0	0	732	731	1	732	732
7	491	462	10	1	964	864	38	59	3	0	0	964	959	5	964	964
8	581	504	20	0	1,105	1,066	8	27	1	2	1	1,105	1,102	3	1,105	1,105
11	535	347	11	0	893	816	43	33	1	0	0	893	891	2	893	893
13	487	401	13	0	901	852	34	15	0	0	0	901	896	5	901	901
14	550	431	17	0	998	951	21	25	1	0	0	998	995	3	998	998
15	571	442	19	1	1,033	973	38	19	0	3	0	1,033	1,030	3	1,033	1,033
TOTAL #	4,246	3,668	125	3	8,042	7,504	269	249	13	6	1	8,042	8,013	29	8,042	8,042
TOTAL %	52.80	45.61	1.55	.04	100	93.31	3.34	3.10	.16	.07	.01	99.99	99.64	.36	100	100

FIREFIGHTER, EXAM. NO. 7029
JOB ANALYSIS FIELD VISIT GUIDE

1997

DATE _____

FDNY TITLE AND NAME:

FIREFIGHTER: _____

LOCATION ASSIGNMENT/BOROUGH: _____

ASSIGNED UNIT: _____

AGE _____ ETHNICITY _____ GENDER _____

LAST EDUCATION LEVEL COMPLETED _____

YEARS EMPLOYED BY THE FDNY _____

PERMANENT IN TITLE _____

*PLEASE REVIEW THE TASK LIST, WHICH REFLECTS THE TASKS PERFORMED IN 1992. SHOULD ANY CHANGES BE MADE TO IT THAT WOULD MORE ACCURATELY REFLECT THE TASKS THAT YOU PERFORM TODAY? IF THERE ARE CHANGES, WHAT ARE THOSE CHANGES? ARE ANY TASKS OBSOLETE? WHICH TASKS?

*WHAT IS THE TYPICAL FIRST DAY ASSIGNMENT FOR A NEWLY-APPOINTED
FIREFIGHTER?

*WHAT WRITTEN MATERIALS MUST YOU READ, UNDERSTAND AND APPLY IN
ORDER TO PERFORM YOUR JOB?

SKETCH A DIAGRAM OF THE STAFFING STRUCTURE OF YOUR JOB LOCATION. BEGIN WITH YOUR IMMEDIATE SUPERIOR. LIST THE JOB TITLES AND THE NUMBER OF PERSONNEL IN EACH TITLE.

(title of superior)

*WHAT FORMS/REPORTS DO YOU COMPLETE ON A
DAILY BASIS:

WEEKLY BASIS:

MONTHLY BASIS:

PLEASE PROVIDE A COPY OF A FEW FORMS.

*WHAT TRAINING DID YOU RECEIVE WHEN YOU WERE APPOINTED AS A
FIREFIGHTER?

DESCRIBE SEVERAL CRITICAL ASPECTS OF YOUR JOB.

*DOES YOUR JOB DIFFER FROM OTHER FIREFIGHTERS AT YOUR LOCATION
ASSIGNMENT/OTHER LOCATION ASSIGNMENTS?

IF SO, HOW DOES IT DIFFER?

*WHO ARE YOU RESPONSIBLE FOR SUPERVISING?

WHAT ARE SOME OF THE ADMINISTRATIVE RESPONSIBILITIES YOU HAVE?

*ARE YOU RESPONSIBLE FOR ANY SPECIAL ASSIGNMENTS?

WHAT TASKS DO YOU PERFORM AT THE BEGINNING OF THE DAY?

WHAT TASKS DO YOU PERFORM DURING THE DAY?

WHAT TASKS DO YOU PERFORM AT THE END OF THE DAY?

WHAT TASKS DO YOU PERFORM FREQUENTLY BUT NOT NECESSARILY ON A DAILY BASIS?

WHAT TASKS DO YOU PERFORM OCCASIONALLY?

WHAT ARE THE PHYSICAL ACTIVITIES THAT YOU PERFORM?

WHAT ARE THE ENVIRONMENTAL CONDITIONS IN WHICH THOSE PHYSICAL
ACTIVITIES ARE PERFORMED?

OBSERVATIONS

IS THERE ANY OTHER INFORMATION THAT YOU WOULD LIKE TO ADD TO ASSIST
US IN THE DEVELOPMENT OF THE EXAMINATION?

Firefighter
Exam # 7029

Firefighters needed to complete the Job Analysis Questionnaire (JAO)
by division, unit, ethnicity, and gender

DIV.	ENG.	LAD.	UNIT		ETHNICITY					GENDER		TOTAL
			SUB TOTAL	W	B	H	A	SUB TOTAL	M	F	SUB TOTAL	
1	8	9	17	15	1	1	1	0	17	16	1	17
3	10	8	18	15	1	1	1	1	18	17	1	18
6	8	10	18	16	1	1	1	0	18	18	0	18
7	12	12	24	19	2	2	2	1	24	23	1	24
8	14	13	27	26	0	1	1	0	27	26	1	27
11	14	8	22	19	2	2	1	0	22	21	1	22
13	12	10	22	19	2	2	1	0	22	21	1	22
14	14	11	25	22	1	1	2	0	25	24	1	25
15	15	11	26	23	2	2	1	0	26	25	1	26
TOTAL	107	92	199	174	12	11	11	2	199	191	8	199

**FIREFIGHTER
EXAM. NO. 7029**

**JOB ANALYSIS QUESTIONNAIRE (JAQ)
INSTRUCTION BOOKLET**

This Job Analysis Questionnaire (JAQ) is being administered to gather information to develop the next examination for Firefighter. Your responses on this JAQ are needed to help determine the content of the test; so please be accurate in describing your job as you see it.

Responses to the JAQ are strictly confidential. Your anonymity will be protected and no names will be associated with any information made available to your department. We appreciate your input into the development of this important examination.

You will need this Instruction Booklet, a Task-Ability Booklet, a Green Response Booklet and a #2 pencil to complete the JAQ.

This Instruction Booklet contains the following sections:

- Page 1. Background Information asks you to give us background information about yourself.
- Page 2. Task Rating Scales explains the Performance, Importance, and Frequency scales you will use to rate the individual task statements.
- Page 3. JAQ Task Comprehensiveness Scale asks how well the tasks describe the complete job of a Firefighter.
- Page 3. Ability Rating Scale explains the Importance scale you will use to rate the Abilities List.

BACKGROUND INFORMATION

Please answer the following questions on the front cover of the Green Response Booklet by completely filling-in the appropriate circles:

Title Code Number = 70310, Years in Title as a Firefighter, Age, Ethnic Background, Sex and Highest Educational Level Achieved.

Please fill in the following under Part I on the cover of the Response Booklet.

- 1. Are you a permanent Firefighter?
A) Yes B) No
- 2. What is your current assignment?
A) Engine B) Ladder C) Other
- 3. To which division are you currently assigned?
A) 1 B) 3 C) 6 D) 7 E) 8 F) 11
G) 13 H) 14 I) 15 J) Other
- 4. To which borough are you currently assigned?
A) Manhattan B) Brooklyn C) Bronx
D) Queens E) Staten Island F) Other

JAO TASK COMPREHENSIVENESS SCALE

This next question gives you a chance to say how well the tasks actually describe the complete job of a Firefighter.

Mark your response to Question 197 below in your Response Booklet under Scale A, Task/KSA #197.

197. What percentage of the job of Firefighter, as you see it, has been covered by the tasks listed in the JAO?

- (A) 100% of the job is covered
- (B) 90% of the job is covered
- (C) 80% of the job is covered
- (D) 70% of the job is covered
- (E) 60% of the job is covered
- (F) 50% or less of the job is covered

ABILITY RATING SCALE

This section of the JAO lists Abilities that might be required to effectively perform your job as a Firefighter.

Use the rating scales below to rate the abilities listed on pages 11 and 12 of the Task-Ability Booklet. Mark your ratings in your Response Booklet under Scale A, starting with Task/KSA #198.

SCALE A (IMPORTANCE): How important is this ability to your overall job performance compared to the other abilities you must have?

- (A) Critical to the performance of my job
- (B) Important to the performance of my job
- (C) Somewhat important to the performance of my job
- (D) Not relevant to the performance of my job

USE THIS PAGE FOR QUESTION #197 AND YOUR ABILITY RATINGS

**FIREFIGHTER
EXAM. NO. 7029**

JAO TASK LIST

A. INITIAL RESPONSE TO INCIDENTS/DRIVING - These tasks involve tasks that occur between receiving an alarm and initial fire fighting or emergency activities, including driving apparatus to and from various points.

1. Makes preliminary evaluation of incident based on alarm information received (e.g., alarm type, building type, etc.).
2. Proceeds to assigned apparatus upon receipt of call for service.
3. Dons personal protective gear (turnout coat, helmet, boots, breathing apparatus).
4. Determines route for apparatus based on alarm information, route cards, etc.
5. Drives apparatus from one point to another in accordance with alarm status and purpose of trip.
6. Communicates information (e.g., talks with other responding units, receives updates from officer in apparatus, etc.) while in route.
7. Orients rear of tiller truck while in route from one point to another.
8. Sounds horn or siren on apparatus appropriately.
9. Maneuvers and positions apparatus appropriately at incident scene.
10. Requests removal of vehicles blocking route to incident scene.
11. Issues summonses to uncooperative citizens and vehicle owners, when necessary.
12. Sets out traffic cones or flares to block traffic lanes or streets.
13. Keeps spectators and bystanders clear of incident scene.
14. Reports the cause of the alarm (e.g., fire, smoke, malfunctioning equipment, etc.) and whether further action is needed.

B. SIZE-UP - These tasks involve evaluating the fire or incident scene to determine actions which should initially be taken and obtaining information needed for evaluation.

15. Determines level of life hazard at scene.
16. Determines appropriate point of entry into structure for assigned position based on location of fire, building type, security concerns, etc.
17. Determines which tools and equipment should be taken from apparatus based on structure type, location of fire, etc.
18. Keeps track of position of other firefighters in reference to fire or emergency.
19. Communicates with civilians at incident scene to obtain necessary information.
20. Evaluates possible building layout, including layout of individual apartments, based on location of fire escapes and other information.

21. Determines best means to get to roof of building (e.g., from adjoining building, fire escape, ladder, etc.).
22. Surveys building from roof by inspecting the perimeter and looking over the sides and exposures.
23. Locates utility meters and shuts off gas or electricity to structure.
24. Selects type of extinguisher (e.g., dry chemical, purple-K, foam, water, alcohol, fluoroprotein) needed for a particular situation.

C. LADDER OPERATION - These tasks involve stabilizing ladder trucks and elevating and operating aerial ladders and platforms in order to rescue victims, provide access for ventilation, operate master stream devices, etc.

25. Stabilizes elevating apparatus using wheel chocks, stabilizing pads, stabilizing jacks and outriggers.
26. Elevates, rotates and extends aerial or tower ladder for supported and unsupported operation, while watching for power lines, trees and other overhead obstructions.
27. Operates ladder from ground controls or from platform controls, while watching for power lines, trees and other overhead obstructions.
28. Sets up water tower operations with aerial ladders by clamping master stream appliances to tip of aerial ladder, strapping 3" hose as needed and then extending the ladder.

D. CLIMBING AND PORTABLE LADDER ACTIVITIES - These tasks involve climbing ladders, stairs and fire escapes, and raising and setting up portable ladders.

29. Climbs up stairs to get to fire scene or assigned area.
30. Determines appropriate ladder type and size (e.g., 10', 16', 20', 24', 35', folding ladder, etc.) needed at incident scene.
31. Determines proper placement of ladder at scene (e.g., considers dangers of electrified lines, etc.).
32. Carries portable ladder from truck to incident scene.
33. Raises and places portable ladder into position (e.g., fire escape) at incident scene.
34. Butts ladders for other members.
35. Raises and repositions small ladder to climb outside of building.
36. Climbs portable ladder to effect entrance into building.
37. Engages ladder locks prior to climbing aerial ladder.
38. Climbs up fire escape to enter building on appropriate floor.

E. BUILDING ENTRY - These tasks involve prying open or breaking through doors or otherwise entering buildings in order to search for and rescue victims and provide access to the fire for offensive fire fighting, using axes, halligan tool, hooks, rabbit tools, sledge hammers, power saws, and other tools.

39. Breaks down doors using axes, sledge hammers, battering rams, halligan tool and other forcible entry tools.
40. Pries open doors in structures using pry bars, halligan tools, bolt cutters and other tools.

63. Sets up and starts portable and non-portable generators.
64. Removes scuttle covers and skylights from roofs.
65. Determines best locations for venting structure based on location of fire and fire personnel.
66. Breaks open bulkhead door or scuttle using halligan tool, halligan hook, axes, saws, maul and other tools.
67. Climbs onto bulkhead.
68. Breaks open windows or skylights to ventilate structure, using halligan tool, axe, maul or other tools.

I. SUPPLIES WATER FOR HOSE OPERATION - These tasks involve connecting or hooking up engine to fire hydrant and operating pumps to supply water in appropriate pressure and volume for fire fighting, using hydrant wrenches, couplings, hoses, spanner wrenches, and other tools.

69. Tests hydrant before hooking up to ensure it is functional.
70. Connects suction hose between hydrant and engine, or establishes water supply from another unit.
71. Tightens loose couplings on supply line with a spanner wrench.
72. Turns on the hydrant using a hydrant wrench.
73. Puts engine in pump gear and primes engine pump.
74. Initiates pump operations when the officer gives the order.
75. Determines appropriate pressure to give to a line, on the basis of hose size, nozzle type, and distance to fire.
76. Adjusts pump pressure and volume, as necessary (e.g. when altering number of lines, officer orders, line bursts, etc.).
77. Operates throttle, transfer or change-over valve and relief valve or pressure governor (regulator) on pump, as necessary, during pressure changes.
78. Monitors temperature, hydrant pressure and tachometer gauges to provide necessary water volume and pressure.
79. Stretches a line to another engine or to a tower or aerial ladder.
80. Hooks up engine to supply water to a standpipe system and/or sprinkler system.
81. When using multiple lines from a single engine, records information regarding company using each line in order to keep track of operations.

J. HOSE OPERATIONS DURING EXTINGUISHMENT - These tasks involve stretching line to fire scenes and delivering water to scene of fire.

82. Determines size and number of lengths of hose line needed to reach fire, using information regarding structure type and distance from structure.
83. Selects appropriate hose couplings and fittings to connect lines.
84. Changes hose couplings and fittings to connect lines.
85. Secures and replaces burst hose sections.

- 110. Shuts off or wedges automatic sprinkler systems.
- 111. Removes fire debris from fire floors.
- 112. Removes water using de-watering pumps.
- 113. Tears down dangerous structural components (e.g., floors, walls, roofs, overhangs and stairs) using hooks, axes, saws and other tools.
- 114. Covers openings or windows with plastic sheets.
- 115. Trims broken glass from window frames.

M. CLEAN UP/PICK UP - These tasks involve picking up and returning equipment to vehicle and rolling up or folding up hose, so that the company can go back in service.

- 116. Backs lines out of buildings.
- 117. Shuts down and drains lines at pumps.
- 118. Rolls up and folds up wet or dry hoses and returns them to appropriate vehicles.
- 119. Cleans and returns all tools, equipment, supplies and property in usable condition to appropriate vehicles.
- 120. Cleans hoses using hose washers or brooms and brushes.
- 121. Drags frozen hose to hose bed on pumper.
- 122. Refills booster tank from hydrant or other source in order to prepare for next call for service.

N. EQUIPMENT MAINTENANCE - These tasks involve inspecting, cleaning, and maintaining apparatus, equipment carried on the apparatus, and personal gear and equipment.

- 123. Checks apparatus to ensure proper and safe operation (e.g., lights, sufficient fuel and oil, brakes, etc.).
- 124. Cleans apparatus to ensure proper and safe operation.
- 125. Inspects apparatus to ensure all necessary tools and equipment are available on apparatus (e.g., extra air bottles, all hose lengths, all ladders, fittings, etc.).
- 126. Inspects personal protective gear (mask, tank, regulator) to ensure safe and proper operation (e.g., breathes into mask to ensure no leaks, checks gauge on tank to ensure it is full, etc.).
- 127. Inspects tools and equipment to ensure safe and proper operation (e.g., starts power saws to ensure no malfunctions, checks blade on wood saw to ensure sufficient number of teeth, etc.).
- 128. Cleans personal gear on a routine basis and after use at incident scene.
- 129. Cleans tools and equipment on a routine basis and after use at incident scene (e.g., torches, saw blades, etc.).
- 130. Requests repair of personal gear, tools, and equipment as warranted.
- 131. Requests specialized cleaning of personal protective equipment (e.g., when contaminated by blood or bio-hazard material, etc.).
- 132. Posts signs to identify box alarms that are out of order.

152. Takes precautions (e.g., wears gloves, washes hands, etc.) to prevent the transfer of such things as blood or diseases.
153. Sets up and administers the defibrillator as needed.
154. Assists injured or ill citizens, victims of crime, etc. in getting appropriate medical treatment.
155. Assists EMS personnel during transport or as needed.
156. Records and documents type and level of assistance given.

R. ELEVATOR RELATED TASKS - These tasks involve controlling elevators and rescuing persons from stalled elevator cars.

157. Puts elevator into fire service to control elevator.
158. Uses elevator which has been put into fire service to ascend to appropriate floor.
159. Locates stalled elevator cars.
160. Attempts to free stalled elevator car by mechanical means (e.g., call buttons, controller).
161. Forces entry into stalled elevator cars using physical force if necessary (e.g., uses hook to depress door mechanism, forces apart doors using pry bar, elevator keys, etc.).
162. Uses air bags to force open elevator doors.
163. Shuts off power prior to removing passengers trapped in elevators through hatchway and shaft.
164. Notifies appropriate agency of situation.

S. TRAINING - These tasks involve participating in drills which simulate important fire or rescue activities, and attending lectures or formal training.

165. Reviews/critiques activities performed at fire scene upon return to station or on next tour.
166. Participates in drills to practice basic company skills (e.g., raising ladders, stretching hose).
167. Participates in drills in which working fire activities are practiced (e.g., a ladder company will start the saws, use the hurst tool, set up the ladder, maneuver the bucket and use large caliber streams, supplying water, etc.).
168. Participates in drills in which a response to an emergency is simulated (e.g., extricating a person trapped in a vehicle).
169. Participates in inter-agency drills (e.g., Con Edison drills).

T. WATCH DUTIES - These tasks involve standing watch to receive incoming alarms and information, answering phones, and monitoring access to the station house.

170. Receives alarm information from dispatch computer or over the phone while performing watch duties.
171. Notifies station personnel (over public address or through use of signals) of incoming alarms and required response (e.g., everybody goes, truck only, engine only, etc.).
172. Tests alarms and dispatch equipment.
173. Provides alarm and communicate to chauffeurs/officers while performing watch duties.
174. Keeps log of all station house events in company journal.

**FIREFIGHTER
EXAM. NO. 7029**

JAQ ABILITY LIST

198. **ORAL COMPREHENSION** is the ability to understand spoken English words and sentences.
199. **WRITTEN COMPREHENSION** is the ability to understand written sentences and paragraphs.
200. **ORAL EXPRESSION** is the ability to use English words or sentences in speaking so that others will understand.
201. **WRITTEN EXPRESSION** is the ability to use English words or sentences in writing so that others will understand.
202. **FLUENCY OF IDEAS** is the ability to produce a number of ideas about a given topic.
203. **ORIGINALITY** is the ability to produce unusual or clever ideas about a given topic or situation. It is the ability to invent creative solutions to problems or to develop new procedures for situations in which standard operating procedures do not apply.
204. **MEMORIZATION** is the ability to remember information, such as words, numbers, pictures and procedures. Pieces of information can be remembered by themselves or with other pieces of information.
205. **PROBLEM SENSITIVITY** is the ability to tell when something is wrong or is likely to go wrong. It includes being able to identify the whole problem as well as elements of the problem.
206. **MATHEMATICAL REASONING** is the ability to understand and organize a problem and then select a mathematical method or formula to solve the problem. It encompasses reasoning through mathematical problems to determine appropriate operations that can be performed to solve problems.
207. **NUMBER FACILITY** involves the degree to which adding, subtracting, multiplying and dividing can be done quickly and correctly. These can be steps in other operations like finding percentages and taking square roots.
208. **DEDUCTIVE REASONING** is the ability to apply general rules to specific problems to come up with logical answers. It involves deciding if an answer makes sense.
209. **INDUCTIVE REASONING** is the ability to combine separate pieces of information, or specific answers to problems, to form general rules or conclusions. It involves the ability to think of possible reasons for why things go together.
210. **INFORMATION ORDERING** is the ability to follow correctly a rule or set of rules or actions in a certain order. The rule or set of rules used must be given. The things or actions to be put in order can include numbers, letters, words, pictures, procedures, sentences, and mathematical or logical operations.
211. **CATEGORY FLEXIBILITY** is the ability to produce many rules so that each rule tells how to group a set of things in a different way. Each different group must contain at least two things from the original set of things.

**FIREFIGHTER
EXAM NO. 7029**

**TASK LIST
JAO RESULTS**

A. INITIAL RESPONSE TO INCIDENTS/DRIVING - These tasks involve tasks that occur between receiving an alarm and initial fire fighting or emergency activities, including driving apparatus to and from various points.

% YES	MEAN IMP.	MEAN FREQ.		
99.5	3.679	3.911	1.	Makes preliminary evaluation of incident based on alarm information received (e.g., alarm type, building type, etc.).
99.5	3.853	3.953	2.	Proceeds to assigned apparatus upon receipt of call for service.
93.2	3.799	3.827	3.	Dons personal protective gear (turnout coat, helmet, boots, breathing apparatus).
69.3	3.714	3.662	4.	Determines route for apparatus based on alarm information, route cards, etc.
63.5	3.779	3.672	5.	Drives apparatus from one point to another in accordance with alarm status and purpose of trip.
78.1	3.593	3.713	6.	Communicates information (e.g., talks with other responding units, receives updates from officer in apparatus, etc.) while in route.
9.9	3.474	2.778	7.	Orients rear of tiller truck while in route from one point to another.
56.3	3.243	3.613	8.	Sounds horn or siren on apparatus appropriately.
65.1	3.871	3.718	9.	Maneuvers and positions apparatus appropriately at incident scene.
58.3	3.205	2.652	10.	Requests removal of vehicles blocking route to incident scene.
69.8	2.015	1.142	11.	Issues summonses to uncooperative citizens and vehicle owners, when necessary.
95.3	3.000	1.929	12.	Sets out traffic cones or flares to block traffic lanes or streets.
75.5	2.441	1.792	13.	Keeps spectators and bystanders clear of incident scene.
47.9	3.077	2.901	14.	Reports the cause of the alarm (e.g., fire, smoke, malfunctioning equipment, etc.) and whether further action is needed.

B. SIZE-UP - These tasks involve evaluating the fire or incident scene to determine actions which should initially be taken and obtaining information needed for evaluation.

% YES	MEAN IMP.	MEAN FREQ.		
76.6	3.788	2.857	15.	Determines level of life hazard at scene.
69.8	3.821	3.143	16.	Determines appropriate point of entry into structure for assigned position based on location of fire, building type, security concerns, etc.
87.5	3.738	3.226	17.	Determines which tools and equipment should be taken from apparatus based on structure type, location of fire, etc.
68.8	3.470	3.106	18.	Keeps track of position of other firefighters in reference to fire or emergency.
78.1	3.000	2.568	19.	Communicates with civilians at incident scene to obtain necessary information.

87.0	3.578	2.957	20.	Evaluates possible building layout, including layout of individual apartments, based on location of fire escapes and other information.
% YES	MEAN IMP.	MEAN FREQ.		
62.5	3.808	2.717	21.	Determines best means to get to roof of building (e.g., from adjoining building, fire escape, ladder, etc.).
58.3	3.766	2.402	22.	Surveys building from roof by inspecting the perimeter and looking over the sides and exposures.
63.0	3.157	2.058	23.	Locates utility meters and shuts off gas or electricity to structure.
69.3	3.195	2.106	24.	Selects type of extinguisher (e.g., dry chemical, purple-K, foam, water, alcohol, fluoroprotein) needed for a particular situation.

C. LADDER OPERATION - These tasks involve stabilizing ladder trucks and elevating and operating aerial ladders and platforms in order to rescue victims, provide access for ventilation, operate master stream devices, etc.

% YES	MEAN IMP.	MEAN FREQ.		
51.0	3.653	2.276	25.	Stabilizes elevating apparatus using wheel chocks, stabilizing pads, stabilizing jacks and outriggers.
47.1	3.813	2.143	26.	Elevates, rotates and extends aerial or tower ladder for supported and unsupported operation, while watching for power lines, trees and other overhead obstructions.
44.8	3.776	2.128	27.	Operates ladder from ground controls or from platform controls, while watching for power lines, trees and other overhead obstructions.
22.9	2.773	1.095	28.	Sets up water tower operations with aerial ladders by clamping master stream appliances to tip of aerial ladder, strapping 3" hose as needed and then extending the ladder.

D. CLIMBING AND PORTABLE LADDER ACTIVITIES - These tasks involve climbing ladders, stairs and fire escapes, and raising and setting up portable ladders.

% YES	MEAN IMP.	MEAN FREQ.		
87.5	3.702	2.976	29.	Climbs up stairs to get to fire scene or assigned area.
67.0	3.496	2.085	30.	Determines appropriate ladder type and size (e.g., 10', 16', 20', 24', 35', folding ladder, etc.) needed at incident scene.
66.7	3.717	1.992	31.	Determines proper placement of ladder at scene (e.g., considers dangers of electrified lines, etc.).
69.3	3.295	1.818	32.	Carries portable ladder from truck to incident scene.
73.4	3.371	1.780	33.	Raises and places portable ladder into position (e.g., fire escape) at incident scene.
84.4	3.193	1.667	34.	Butts ladders for other members.
65.6	3.246	1.690	35.	Raises and repositions small ladder to climb outside of building.
71.9	3.333	1.565	36.	Climbs portable ladder to effect entrance into building.
39.1	3.573	1.693	37.	Engages ladder locks prior to climbing aerial ladder.
72.9	3.403	1.633	38.	Climbs up fire escape to enter building on appropriate floor.

E. BUILDING ENTRY - These tasks involve prying open or breaking through door otherwise entering buildings in order to search for and rescue victims and access to the fire for offensive fire fighting, using axes, halligan tool, hoe, sledge hammers, power saws, and other tools.

% YES	MEAN IMP.	MEAN FREQ.		
73.4	3.617	1.764	39.	Breaks down doors using axes, sledge hammers, battering rams, halligan tool and other forcible entry tools.
75.5	3.579	1.786	40.	Pries open doors in structures using pry bars, halligan tools, bolt cutters and other tools.
64.1	3.114	1.341	41.	Breaks holes in wooden, brick, and masonry walls using sledge hammers, battering rams, axes and other tools.
63.0	3.471	1.471	42.	Cuts open doors, metal grills or gates using power saws, torches and axes.
74.0	3.465	1.599	43.	Removes locks or hinges from doors using a rabbit tool, K tool, or other forcible entry tools.
77.1	3.507	2.128	44.	Opens doors or windows to gain entrance to building.

F. SEARCH - These tasks involve searching fire or assigned area in order to locate victims and to obtain further information about fire, following standard search procedures.

% YES	MEAN IMP.	MEAN FREQ.		
77.1	3.824	1.818	45.	Searches smoke-filled structures for seat of fire and extensions.
76.0	3.815	1.740	46.	Identifies hazardous conditions in course of search and informs others of the problem.
69.6	3.857	1.724	47.	Searches floors above fire, including stairwells, bulkheads and roofs, for inhabitants who need to be moved or rescued.
61.8	3.847	1.714	48.	Views perimeter of the building from roof to determine if there are victims needing assistance at windows, on ledges, or who have jumped.
75.5	3.855	1.600	49.	Searches fire floor and fire area (e.g., hallways, closets, bathrooms, etc.) for conscious and unconscious victims, sweeping assigned search area with arms, legs or tools.
74.0	3.652	1.437	50.	Uses portable extinguisher to restrict fire for search and rescue.
76.0	3.829	1.534	51.	Controls doors after gaining entry to fire area (e.g., closes door, etc.).

G. RESCUE - These tasks involve assisting, carrying or dragging victims from emergency area by means of interior access (stairs, hallways, etc.) or, if necessary, by ladders, fire escapes, platforms, or other means of escape.

% YES	MEAN IMP.	MEAN FREQ.		
52.6	3.743	1.050	52.	Hoists or lowers victims or firefighters using ropes, knots and rescue harnesses.
50.5	3.670	1.041	53.	Uses life belt and life saving rope to slide down from a ledge or roof of a building.
76.0	3.651	1.137	54.	Drags or carries unconscious or weak victim down stairs.
62.5	3.592	1.058	55.	Drags or carries unconscious or weak victim down ladder or fire escape.
88.0	3.237	1.746	56.	Places victims onto stretchers, backboards or stokes basket.
31.3	3.767	1.450	57.	Positions tower ladder at scene so that the bucket can be aligned with ledges, etc., from which the rescue is to be made.

66.7 3.563 1.297 58. Instructs persons on upper floors as to appropriate actions (e.g. staying put, ascending to upper floors, descending to lower floors via fire escapes or fire stairs, etc.)

H. VENTILATION - These tasks involve opening or breaking open windows, chopping or cutting holes in roofs, breaking through walls or doors, and hanging fans in windows or doors to remove heat, smoke and gas from burning buildings.

% MEAN MEAN
YES IMP. FREQ.

76.0 3.507 1.637

59. Opens windows in structures manually or by using pry bars, halligan tools, rabbit tools and other tools.

65.6 3.262 1.310

60. Breaks holes in walls (masonry, brick or wooden) using sledge hammers, axes, power saws and other tools.

62.5 3.617 1.308

61. Cuts holes in roofs and floors using axes, power saws, torches and other equipment.

53.1 2.784 1.069

62. Hangs smoke ejectors (fans) from ladders, in doors, windows, and holes in roofs or walls.

59.9 2.696 1.200

63. Sets up and starts portable and non-portable generators.

59.9 3.678 1.391

64. Removes scuttle covers and skylights from roofs.

60.2 3.748 1.565

65. Determines best locations for venting structure based on location of fire and fire personnel.

60.9 3.709 1.402

66. Breaks open bulkhead door or scuttle using halligan tool, halligan hook, axes, saws, maul and other tools.

56.3 3.196 1.167

67. Climbs onto bulkhead.

64.6 3.621 1.366

68. Breaks open windows or skylights to ventilate structure, using halligan tool, axe, maul or other tools.

I. SUPPLIES WATER FOR HOSE OPERATION - These tasks involve connecting or hooking up engine to fire hydrant and operating pumps to supply water in appropriate pressure and volume for fire fighting, using hydrant wrenches, couplings, hoses, spanner wrenches, and other tools.

% MEAN MEAN
YES IMP. FREQ.

65.6 3.873 2.784

69. Tests hydrant before hooking up to ensure it is functional.

59.4 3.851 2.212

70. Connects suction hose between hydrant and engine, or establishes water supply from another unit.

69.8 3.105 1.836

71. Tightens loose couplings on supply line with a spanner wrench.

70.3 3.711 2.430

72. Turns on the hydrant using a hydrant wrench.

40.1 3.805 2.636

73. Puts engine in pump gear and primes engine pump.

40.6 3.897 2.474

74. Initiates pump operations when the officer gives the order.

41.9 3.875 2.388

75. Determines appropriate pressure to give to a line, on the basis of hose size, nozzle type, and distance to fire.

41.1 3.823 2.177

76. Adjusts pump pressure and volume, as necessary (e.g. when altering number of lines, officer orders, line bursts, etc.).

38.5 3.689 2.028

77. Operates throttle, transfer or change-over valve and relief valve or pressure governor (regulator) on pump, as necessary, during pressure changes.

38.5	3.676	2.203	78.	Monitors temperature, hydrant pressure and tachometer gauges to provide necessary water volume and pressure.
78.6	3.377	1.260	79.	Stretches a line to another engine or to a tower or aerial ladder.
%	MEAN	MEAN		
YES	IMP.	FREQ.		
56.8	3.780	1.404	80.	Hooks up engine to supply water to a standpipe system and/or sprinkler system.
38.5	3.554	1.500	81.	When using multiple lines from a single engine, records information regarding company using each line in order to keep track of operations.

J. HOSE OPERATIONS DURING EXTINGUISHMENT - These tasks involve stretching line to fire scenes and delivering water to scene of fire.

%	MEAN	MEAN		
YES	IMP.	FREQ.		
77.0	3.733	1.816	82.	Determines size and number of lengths of hose line needed to reach fire, using information regarding structure type and distance from structure.
70.3	3.687	1.689	83.	Selects appropriate hose couplings and fittings to connect lines.
68.6	3.577	1.546	84.	Changes hose couplings and fittings to connect lines.
71.2	3.644	1.111	85.	Secures and replaces burst hose sections.
76.6	3.673	1.616	86.	Carries uncharged hose line off hose bed to incident scene through hallways, up stairs, around corners, etc.
88.5	3.582	2.118	87.	Chocks open doors and windows.
65.1	3.272	1.185	88.	Hoists hose to incident scene using utility ropes.
69.8	3.338	1.346	89.	Stretches uncharged hose line to other fire personnel.
84.9	3.718	1.747	90.	Flakes out hose line prior to charging so that no kinks or small bends impede operations.
69.8	3.216	1.313	91.	Uses hose strap to support hose on staircase or ladders.
79.7	3.575	1.614	92.	Disconnects ("breaks") hose line at back step after needed lengths have been removed from hose bed.
65.1	3.520	1.440	93.	Bleeds line of air in safe area so as not to feed fire.
66.7	3.805	1.398	94.	Operates nozzle at front of hose line to direct stream appropriately (e.g., into fire, in upward direction, etc.).
85.9	3.549	1.506	95.	Removes kinks from hose line during extinguishment to ensure proper operations.
80.7	3.503	1.494	96.	Feeds charged hose line to other fire personnel.
58.9	3.133	1.283	97.	Changes nozzle, as necessary, for different conditions.
67.7	3.562	1.423	98.	Applies water to structures on fire, using sweeping motions and projecting water into openings.
66.3	3.134	1.787	99.	Pulls booster hose off of engine.
64.6	3.048	1.919	100.	Uses booster hose to extinguish small fire (e.g., car fire, wash down of fuel, trash fires, etc.).
83.9	3.186	1.484	101.	Uses extinguisher to extinguish or control fire.

71.4 3.213 1.147 102. Operates stang (tower hose) to apply water to structures on fire.

K. OVERHAUL - These tasks involve opening up walls and ceilings, cutting or pulling up floors and moving or turning over debris, in order to check for hidden fires which could relandie or spread, using hooks, axes, saws and pitchforks.

% YES	MEAN IMP.	MEAN FREQ.		
79.6	3.464	1.680	103.	Locates hidden fires by seeing, feeling, or smelling fire and smoke.
71.4	3.471	1.632	104.	Opens walls, ceilings, floors, roofs or furniture using hooks, axes, saws and other equipment to check for fire extension.
73.4	3.404	1.381	105.	Identifies flammable or hazardous materials.
38.5	3.257	1.270	106.	Notifies appropriate personnel for proper handling procedures for hazardous materials.
76.6	2.692	1.384	107.	Carries, pushes, throws or drags furniture and other property from structures.

L. SALVAGE - These tasks involve moving and covering furniture, appliances, merchandise and other property, and covering holes in buildings and redirecting or cleaning up water in order to minimize damage, using plastic and canvas covers, ropes, staple guns, mops, squeegees, and other tools.

% YES	MEAN IMP.	MEAN FREQ.		
63.5	2.262	1.270	108.	Lifts, carries, pushes or piles furniture, clothing, appliances and other valuables.
45.3	2.034	1.092	109.	Covers piled property, walls, floors and stairways with salvage covers.
55.7	2.425	1.152	110.	Shuts off or wedges automatic sprinkler systems.
64.6	2.419	1.266	111.	Removes fire debris from fire floors.
29.7	2.175	1.105	112.	Removes water using de-watering pumps.
66.1	2.992	1.268	113.	Tears down dangerous structural components (e.g., floors, walls, roofs, overhangs and stairs) using hooks, axes, saws and other tools.
60.4	1.922	1.155	114.	Covers openings or windows with plastic sheets.
70.3	2.689	1.333	115.	Trims broken glass from window frames.

M. CLEAN UP/PICK UP - These tasks involve picking up and returning equipment to vehicle and rolling up or folding up hose, so that the company can go back in service.

% YES	MEAN IMP.	MEAN FREQ.		
79.2	2.586	1.480	116.	Backs lines out of buildings.
56.8	2.725	1.908	117.	Shuts down and drains lines at pumps.
82.8	2.604	1.747	118.	Rolls up and folds up wet or dry hoses and returns them to appropriate vehicles.
94.8	2.835	2.148	119.	Cleans and returns all tools, equipment, supplies and property in usable condition to appropriate vehicles.
59.4	2.298	1.246	120.	Cleans hoses using hose washers or brooms and brushes.
75.5	2.386	1.076	121.	Drags frozen hose to hose bed on pumper.

59.9 3.522 2.322 122. Refills booster tank from hydrant or other source in order to prepare for next call for service.

N. EQUIPMENT MAINTENANCE - These tasks involve inspecting, cleaning, and maintaining apparatus, equipment carried on the apparatus, and personal gear and equipment.

% YES	MEAN IMP.	MEAN FREQ.		
71.9	3.565	3.101	123.	Checks apparatus to ensure proper and safe operation (e.g., lights, sufficient fuel and oil, brakes, etc.).
86.5	2.729	2.367	124.	Cleans apparatus to ensure proper and safe operation.
96.4	3.589	3.146	125.	Inspects apparatus to ensure all necessary tools and equipment are available on apparatus (e.g., extra air bottles, all hose lengths, all ladders, fittings, etc.).
95.8	3.799	3.228	126.	Inspects personal protective gear (mask, tank, regulator) to ensure safe and proper operation (e.g., breathes into mask to ensure no leaks, checks gauge on tank to ensure it is full, etc.).
83.9	3.671	3.043	127.	Inspects tools and equipment to ensure safe and proper operation (e.g., starts power saws to ensure no malfunctions, checks blade on wood saw to ensure sufficient number of teeth, etc.).
84.4	2.920	2.173	128.	Cleans personal gear on a routine basis and after use at incident scene.
82.8	3.119	2.358	129.	Cleans tools and equipment on a routine basis and after use at incident scene (e.g., torches, saw blades, etc.).
92.7	3.073	1.404	130.	Requests repair of personal gear, tools, and equipment as warranted.
85.9	3.500	1.238	131.	Requests specialized cleaning of personal protective equipment (e.g., when contaminated by blood or bio-hazard material, etc.).
75.5	2.778	1.138	132.	Posts signs to identify box alarms that are out of order.

O. INSPECTION OF BUILDINGS/HYDRANTS - These tasks involve inspecting buildings for code violations or hazards on a periodic basis or during the course of activities, and inspecting hydrants for operational use.

% YES	MEAN IMP.	MEAN FREQ.		
95.8	3.174	1.995	133.	Inspects buildings to determine location of standpipes, elevators, stairwells, exits, and other information which would be useful in fighting a fire in the building.
91.1	3.040	1.903	134.	Inspects buildings for conformance to fire code regulations (e.g., clear fire stairs, bulkheads, alarm equipment present and in working order, fire extinguishers as required, etc.).
88.0	3.130	1.462	135.	Upon discovering fire code violations that must be handled while on-site (e.g., locked bulkheads), remains at site until necessary corrective action is taken.
97.4	2.920	1.406	136.	Responds to complaints regarding unsafe conditions (e.g., electrical hazards, locked exits, overcrowded drinking establishments, possible structural problems, etc.).
68.2	2.847	1.481	137.	Advises building personnel as to the actions which should be taken to prevent further recurrences in the case of a malfunctioning alarm; advises personnel on sanctions that could be taken if problem is not fixed.

69.3	2.782	1.364	138.	Advises building personnel on conditions which should be corrected in the building which were noted in the course of responding to the alarm.
57.3	2.691	1.376	139.	Becomes familiar with building occupants, staff, and individuals who are designated for specific functions, such as HVAC system and fire safety director, during inspections.
% YES	MEAN IMP.	MEAN FREQ.		
93.7	3.289	1.732	140.	Inspects (turns on and drains) hydrants to ensure they are operational.
96.9	3.306	1.473	141.	Notifies officer of hydrants needing repair.
75.4	2.657	1.524	142.	Completes forms or cards on inspected structures or hydrants.
86.3	2.709	1.366	143.	Fills out and issues violations on inspected structures, as warranted.
77.4	3.446	1.204	144.	Marks structures involved in fire to identify areas of questionable stability.

P. EXTRICATION - These tasks involve extricating victims from vehicles, cave-ins, collapsed buildings or other entrapments in order to save lives, using shovels, torches, drills, pry bars, saws, jacks, hurst tools, air bags, and other equipment.

% YES	MEAN IMP.	MEAN FREQ.		
65.4	3.584	1.408	145.	Pries, breaks or cuts open doors, windows or other parts of vehicles using pry bars, hurst tool, torches, halligan tool, drills, air chisels and other tools.
64.4	3.553	1.303	146.	Moves heavy objects, materials and other obstructions in order to free or gain access to trapped victims or bodies, using air bags, chains and hoists, jacks, shoring materials, hurst tool and other hydraulic tools.
39.5	3.480	1.079	147.	Digs to free victims trapped in tunnels, pipes, excavations, cave-ins or other entrapments using shovels, picks, spades and other equipment.
30.0	3.379	1.193	148.	Dismantles machines in industrial accidents using shop tools and fire fighting tools.
71.9	3.496	1.407	149.	Stabilizes vehicle using jacks, chocks, and stepchocks during extrication.

Q. PROVIDING MEDICAL ASSISTANCE - These tasks involve providing first aid and direct medical assistance to persons requiring emergency attention.

% YES	MEAN IMP.	MEAN FREQ.		
64.4	3.274	2.581	150.	Makes primary assessment of victims (e.g., checks vital signs, condition, pulse, respiration, blood pressure, bleeding, etc.) to provide the level of first aid needed.
75.8	3.319	2.034	151.	Provides direct medical assistance (e.g., basic life support, CPR, etc.) to injured or ill citizens, victims of crime, etc.
90.6	3.792	2.491	152.	Takes precautions (e.g., wears gloves, washes hands, etc.) to prevent the transfer of such things as blood or diseases.
46.1	3.477	1.453	153.	Sets up and administers the defibrillator as needed.
87.3	3.055	2.042	154.	Assists injured or ill citizens, victims of crime, etc. in getting appropriate medical treatment.
85.7	2.573	1.878	155.	Assists EMS personnel during transport or as needed.
26.7	2.667	2.078	156.	Records and documents type and level of assistance given.

R. ELEVATOR RELATED TASKS - These tasks involve controlling elevators and rescuing persons from stalled elevator cars.

% YES	MEAN IMP.	MEAN FREQ.		
57.1	3.182	1.618	157.	Puts elevator into fire service to control elevator.
69.1	3.241	1.598	158.	Uses elevator which has been put into fire service to ascend to appropriate floor.
55.0	3.104	1.673	159.	Locates stalled elevator cars.
52.9	2.971	1.673	160.	Attempts to free stalled elevator car by mechanical means (e.g., call buttons, controller).
57.6	3.064	1.615	161.	Forces entry into stalled elevator cars using physical force if necessary (e.g., uses hook to depress door mechanism, forces apart doors using pry bar, elevator keys, etc.).
42.9	3.000	1.207	162.	Uses air bags to force open elevator doors.
51.6	3.531	1.602	163.	Shuts off power prior to removing passengers trapped in elevators through hallway and shaft.
19.9	3.316	1.842	164.	Notifies appropriate agency of situation.

S. TRAINING - These tasks involve participating in drills which simulate important fire or rescue activities, and attending lectures or formal training.

% YES	MEAN IMP.	MEAN FREQ.		
95.8	3.322	2.126	165.	Reviews/critiques activities performed at fire scene upon return to station or on next tour.
99.5	3.253	2.566	166.	Participates in drills to practice basic company skills (e.g., raising ladders, stretching hose).
98.4	3.175	2.027	167.	Participates in drills in which working fire activities are practiced (e.g., a ladder company will start the saws, use the hurt tool, set up the ladder, maneuver the bucket and use large caliber streams, supplying water, etc.).
90.6	3.064	1.538	168.	Participates in drills in which a response to an emergency is simulated (e.g., extricating a person trapped in a vehicle).
86.4	2.867	1.127	169.	Participates in inter-agency drills (e.g., Con Edison drills).

T. WATCHDUTIES - These tasks involve standing watch to receive incoming alarms and information, answering phones, and monitoring access to the station house.

% YES	MEAN IMP.	MEAN FREQ.		
99.0	3.667	3.593	170.	Receives alarm information from dispatch computer or over the phone while performing watch duties.
99.0	3.714	3.720	171.	Notifies station personnel (over public address or through use of signals) of incoming alarms and required response (e.g., everybody goes, truck only, engine only, etc.).
71.9	3.328	3.066	172.	Tests alarms and dispatch equipment.
98.4	3.553	3.582	173.	Provides alarm and communique to chauffeurs/officers while performing watch duties.
96.9	2.995	3.562	174.	Keeps log of all station house events in company journal.

99.5	3.289	3.563	175.	Records calls that come in over the computer dispatch and notifies appropriate personnel.
99.5	2.862	3.709	176.	Answers department and outside phone.
97.9	3.150	3.759	177.	Opens fire house doors to allow apparatus to depart/return to house.
94.3	3.022	3.652	178.	Closes fire house doors after apparatus departs/returns to house.

U. STATION DUTIES AND CHORES - These tasks involve performing routine housekeeping chores or "committee work."

% YES	MEAN IMP.	MEAN FREQ.		
98.4	2.294	3.298	179.	Clean's quarters, bunk rooms, halls, bathrooms, etc.
97.9	2.274	3.430	180.	Clean's up dishes and kitchen area following meals.
99.5	2.218	3.102	181.	Shops for food.
98.4	2.291	3.048	182.	Prepares meals.
70.9	2.548	2.662	183.	Compiles, tabulates and records information about runs as requested by officer.
78.0	2.413	2.333	184.	Checks building fuel tank levels.
37.5	2.583	1.639	185.	Tests emergency generator.
96.9	2.589	2.070	186.	Responds to questions and concerns of civilians who come into the station off the street.

V. MISCELLANEOUS - These tasks involve miscellaneous tasks.

% YES	MEAN IMP.	MEAN FREQ.		
84.9	3.110	2.466	187.	Uses hand-carried lights to illuminate incident scene.
44.8	2.465	1.512	188.	Shuts off various types of alarms (e.g., fire, burglar, car, etc.).
69.8	3.433	1.634	189.	Turns off gas and ventilates area in gas leak response.
61.5	3.364	1.178	190.	Secures downed electrical wires.
37.2	3.429	1.056	191.	Rescues drowning victims using life saving techniques.
76.6	3.384	1.211	192.	Carries out emergency procedures in case of subway/train accidents or malfunctions.
69.8	3.201	1.455	193.	Searches for source of fuel leak in structure using such information as odor from fumes, etc.
94.2	2.911	1.550	194.	Attempts to calm down or reassure citizens in distress at an incident scene.
56.8	3.294	1.569	195.	Investigates potentially dangerous situations using meters (e.g., explosive, CO detectors).
95.3	3.525	2.648	196.	Communicates information in person or via radio to other firefighters nearby or in other areas of the incident scene.

**FIREFIGHTER
EXAM NO. 7029****ABILITY LIST
JAO RESULTS****MEAN
IMP.**

- | | |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3.766 | 198. ORAL COMPREHENSION is the ability to understand spoken English words and sentences. |
| 3.453 | 199. WRITTEN COMPREHENSION is the ability to understand written sentences and paragraphs. |
| 3.661 | 200. ORAL EXPRESSION is the ability to use English words or sentences in speaking so that others will understand. |
| 3.115 | 201. WRITTEN EXPRESSION is the ability to use English words or sentences in writing so that others will understand. |
| 2.911 | 202. FLUENCY OF IDEAS is the ability to produce a number of ideas about a given topic. |
| 2.844 | 203. ORIGINALITY is the ability to produce unusual or clever ideas about a given topic or situation. It is the ability to invent creative solutions to problems or to develop new procedures for situations in which standard operating procedures do not apply. |
| 3.257 | 204. MEMORIZATION is the ability to remember information, such as words, numbers, pictures and procedures. Pieces of information can be remembered by themselves or with other pieces of information. |
| 3.453 | 205. PROBLEM SENSITIVITY is the ability to tell when something is wrong or is likely to go wrong. It includes being able to identify the whole problem as well as elements of the problem. |
| 2.492 | 206. MATHEMATICAL REASONING is the ability to understand and organize a problem and then select a mathematical method or formula to solve the problem. It encompasses reasoning through mathematical problems to determine appropriate operations that can be performed to solve problems. |
| 2.335 | 207. NUMBER FACILITY involves the degree to which adding, subtracting, multiplying and dividing can be done quickly and correctly. These can be steps in other operations like finding percentages and taking square roots. |
| 3.111 | 208. DEDUCTIVE REASONING is the ability to apply general rules to specific problems to come up with logical answers. It involves deciding if an answer makes sense. |
| 3.089 | 209. INDUCTIVE REASONING is the ability to combine separate pieces of information, or specific answers to problems, to form general rules or conclusions. It involves the ability to think of possible reasons for why things go together. |
| 3.241 | 210. INFORMATION ORDERING is the ability to follow correctly a rule or set of rules or actions in a certain order. The rule or set of rules used must be given. The things or actions to be put in order can include numbers, letters, words, pictures, procedures, sentences, and mathematical or logical operations. |
| 2.439 | 211. CATEGORY FLEXIBILITY is the ability to produce many rules so that each rule tells how to group a set of things in a |

different way. Each different group must contain at least two things from the original set of things.

MEAN
IMP.

- 2.906 212. SPEED OF CLOSURE involves the degree to which different pieces of information can be combined and organized into one meaningful pattern quickly. It is not known beforehand what the pattern will be. The material may be visual or auditory.
- 2.505 213. FLEXIBILITY OF CLOSURE is the ability to identify or detect a known pattern (like a figure, word, or object) that is hidden in other material. The task is to pick out the disguised pattern from the background material.
- 3.408 214. SPATIAL ORIENTATION is the ability to tell where you are in relation to the location of some object or to tell where the object is in relation to you.
- 3.021 215. VISUALIZATION is the ability to imagine how something would look when it is moved around or when its parts are moved or rearranged. It requires the forming of mental images of how patterns or objects would look after certain changes, such as unfolding or rotation. One has to predict how an object, set of objects, or pattern will appear after the changes have been carried out.
- 2.801 216. PERCEPTUAL SPEED involves the degree to which one can compare letters, numbers, objects, pictures, or patterns, quickly and accurately. The things to be compared may be presented at the same time or one after the other. This ability also includes comparing a presented object with a remembered object.
- 3.099 217. SELECTIVE ATTENTION is the ability to concentrate on a task one is doing. This ability involves concentrating while performing a boring task and not being distracted.
- 2.974 218. TIME SHARING is the ability to shift back and forth between two or more sources of information.

**FIREFIGHTER
EXAMINATION NO. 7029
LINKING PANEL**

You have been selected to participate in a linking panel for Firefighter Exam No. 7029. Your knowledge of the job of Firefighter is needed in order for us to determine the relationship between the tasks performed by Firefighters and the abilities they must possess.

Your first task will be to provide some information on your background and experience.

After that, you will review the list of tasks and abilities that Firefighters have rated as important for the job. You will then be asked to rate the importance of each of the eighteen abilities for the performance of each of the twenty-one task clusters.

Please make your ratings individually (not as a group), and remember that the contents of this survey and work on this panel is confidential.

Thank you for your valuable cooperation.

Please complete the following BACKGROUND INFORMATION:

Permanent title _____

Number of years
employed by the FDNY
in your permanent title _____

Work location _____

Age _____

Ethnicity _____

[White (non-Hispanic)

Black (non-Hispanic)

Hispanic

Asian/Pacific Islander

Native American]

Gender _____

IMPORTANCE OF ABILITIES TO TASK CLUSTER PERFORMANCE

Please review the tasks that are listed under the following task cluster, and rate the importance of the abilities listed below for the performance of this task cluster.

Task cluster:

- B. **SIZE-UP** - These tasks involve evaluating the fire or incident scene to determine actions which should initially be taken and obtaining information needed for evaluation.

How important is each ability to the performance of the above task cluster?

- (3) Critical to the performance of the task cluster
- (2) Important to the performance of the task cluster
- (1) Somewhat important to the performance of the task cluster
- (0) Not relevant to the performance of the task cluster

Abilities:

- ___ ORAL COMPREHENSION
- ___ WRITTEN COMPREHENSION
- ___ ORAL EXPRESSION
- ___ WRITTEN EXPRESSION
- ___ FLUENCY OF IDEAS
- ___ ORIGINALITY
- ___ MEMORIZATION
- ___ PROBLEM SENSITIVITY
- ___ DEDUCTIVE REASONING
- ___ INDUCTIVE REASONING
- ___ INFORMATION ORDERING
- ___ SPEED OF CLOSURE
- ___ FLEXIBILITY OF CLOSURE
- ___ SPATIAL ORIENTATION
- ___ VISUALIZATION
- ___ PERCEPTUAL SPEED
- ___ SELECTIVE ATTENTION
- ___ TIME SHARING

IMPORTANCE OF ABILITIES TO TASK CLUSTER PERFORMANCE

Please review the tasks that are listed under the following task cluster, and rate the importance of the abilities listed below for the performance of this task cluster.

Task cluster:

- D. **BUILDING ENTRY** - These tasks involve prying open or breaking through doors or otherwise entering buildings in order to search for and rescue victims and provide access to the fire for offensive fire fighting, using axes, halligan tool, hooks, rabbit tools, sledge hammers, power saws, and other tools.

How important is each ability to the performance of the above task cluster?

- (3) Critical to the performance of the task cluster
- (2) Important to the performance of the task cluster
- (1) Somewhat important to the performance of the task cluster
- (0) Not relevant to the performance of the task cluster

Abilities:

___ ORAL COMPREHENSION

___ WRITTEN COMPREHENSION

___ ORAL EXPRESSION

___ WRITTEN EXPRESSION

___ FLUENCY OF IDEAS

___ ORIGINALITY

___ MEMORIZATION

___ PROBLEM SENSITIVITY

___ DEDUCTIVE REASONING

___ INDUCTIVE REASONING

___ INFORMATION ORDERING

___ SPEED OF CLOSURE

___ FLEXIBILITY OF CLOSURE

___ SPATIAL ORIENTATION

___ VISUALIZATION

___ PERCEPTUAL SPEED

___ SELECTIVE ATTENTION

___ TIME SHARING

IMPORTANCE OF ABILITIES TO TASK CLUSTER PERFORMANCE

Please review the tasks that are listed under the following task cluster, and rate the importance of the abilities listed below for the performance of this task cluster.

Task cluster:

- F. **RESCUE** - These tasks involve assisting, carrying or dragging victims from emergency area by means of interior access (stairs, hallways, etc.) or, if necessary, by ladders, fire escapes, platforms, or other means of escape.

How important is each ability to the performance of the above task cluster?

- (3) Critical to the performance of the task cluster
- (2) Important to the performance of the task cluster
- (1) Somewhat important to the performance of the task cluster
- (0) Not relevant to the performance of the task cluster

Abilities:

- ___ ORAL COMPREHENSION
- ___ WRITTEN COMPREHENSION
- ___ ORAL EXPRESSION
- ___ WRITTEN EXPRESSION
- ___ FLUENCY OF IDEAS
- ___ ORIGINALITY
- ___ MEMORIZATION
- ___ PROBLEM SENSITIVITY
- ___ DEDUCTIVE REASONING
- ___ INDUCTIVE REASONING
- ___ INFORMATION ORDERING
- ___ SPEED OF CLOSURE
- ___ FLEXIBILITY OF CLOSURE
- ___ SPATIAL ORIENTATION
- ___ VISUALIZATION
- ___ PERCEPTUAL SPEED
- ___ SELECTIVE ATTENTION
- ___ TIME SHARING

IMPORTANCE OF ABILITIES TO TASK CLUSTER PERFORMANCE

Please review the tasks that are listed under the following task cluster, and rate the importance of the abilities listed below for the performance of this task cluster.

Task cluster:

- H. **SUPPLIES WATER FOR HOSE OPERATION** - These tasks involve connecting or hooking up engine to fire hydrant and operating pumps to supply water in appropriate pressure and volume for fire fighting, using hydrant wrenches, couplings, hoses, spanner wrenches, and other tools.

How important is each ability to the performance of the above task cluster?

- (3) Critical to the performance of the task cluster
- (2) Important to the performance of the task cluster
- (1) Somewhat important to the performance of the task cluster
- (0) Not relevant to the performance of the task cluster

Abilities:

___ ORAL COMPREHENSION

___ WRITTEN COMPREHENSION

___ ORAL EXPRESSION

___ WRITTEN EXPRESSION

___ FLUENCY OF IDEAS

___ ORIGINALITY

___ MEMORIZATION

___ PROBLEM SENSITIVITY

___ DEDUCTIVE REASONING

___ INDUCTIVE REASONING

___ INFORMATION ORDERING

___ SPEED OF CLOSURE

___ FLEXIBILITY OF CLOSURE

___ SPATIAL ORIENTATION

___ VISUALIZATION

___ PERCEPTUAL SPEED

___ SELECTIVE ATTENTION

___ TIME SHARING

IMPORTANCE OF ABILITIES TO TASK-CLUSTER PERFORMANCE

Please review the tasks that are listed under the following task cluster, and rate the importance of the abilities listed below for the performance of this task cluster.

Task cluster:

- J. **OVERHAUL** - These tasks involve opening up walls and ceilings, cutting or pulling up floors and moving or turning over debris, in order to check for hidden fires which could rekindle or spread, using hooks, axes, saws and pitchforks.

How important is each ability to the performance of the above task cluster?

- (3) Critical to the performance of the task cluster
(2) Important to the performance of the task cluster
(1) Somewhat important to the performance of the task cluster
(0) Not relevant to the performance of the task cluster

Abilities:

- ___ ORAL COMPREHENSION
___ WRITTEN COMPREHENSION
___ ORAL EXPRESSION
___ WRITTEN EXPRESSION
___ FLUENCY OF IDEAS
___ ORIGINALITY
___ MEMORIZATION
___ PROBLEM SENSITIVITY
___ DEDUCTIVE REASONING
___ INDUCTIVE REASONING
___ INFORMATION ORDERING
___ SPEED OF CLOSURE
___ FLEXIBILITY OF CLOSURE
___ SPATIAL ORIENTATION
___ VISUALIZATION
___ PERCEPTUAL SPEED
___ SELECTIVE ATTENTION
___ TIME SHARING

IMPORTANCE OF ABILITIES TO TASK CLUSTER PERFORMANCE

Please review the tasks that are listed under the following task cluster, and rate the importance of the abilities listed below for the performance of this task cluster.

Task cluster

- L. **CLEAN UP/PICK UP** - These tasks involve picking up and returning equipment to vehicle and rolling up or folding up hose, so that the company can go back in service.

How important is each ability to the performance of the above task cluster?

- (3) Critical to the performance of the task cluster
- (2) Important to the performance of the task cluster
- (1) Somewhat important to the performance of the task cluster
- (0) Not relevant to the performance of the task cluster

Abilities:

- ___ ORAL COMPREHENSION
- ___ WRITTEN COMPREHENSION
- ___ ORAL EXPRESSION
- ___ WRITTEN EXPRESSION
- ___ FLUENCY OF IDEAS
- ___ ORIGINALITY
- ___ MEMORIZATION
- ___ PROBLEM SENSITIVITY
- ___ DEDUCTIVE REASONING
- ___ INDUCTIVE REASONING
- ___ INFORMATION ORDERING
- ___ SPEED OF CLOSURE
- ___ FLEXIBILITY OF CLOSURE
- ___ SPATIAL ORIENTATION
- ___ VISUALIZATION
- ___ PERCEPTUAL SPEED
- ___ SELECTIVE ATTENTION
- ___ TIME SHARING

IMPORTANCE OF ABILITIES TO TASK CLUSTER PERFORMANCE

Please review the tasks that are listed under the following task cluster, and rate the importance of the abilities listed below for the performance of this task cluster.

Task cluster

- N. **INSPECTION OF BUILDINGS/HYDRANTS** - These tasks involve inspecting buildings for code violations or hazards on a periodic basis or during the course of activities, and inspecting hydrants for operational use.

How important is each ability to the performance of the above task cluster?

- (3) Critical to the performance of the task cluster
- (2) Important to the performance of the task cluster
- (1) Somewhat important to the performance of the task cluster
- (0) Not relevant to the performance of the task cluster

Abilities

- ___ ORAL COMPREHENSION
- ___ WRITTEN COMPREHENSION
- ___ ORAL EXPRESSION
- ___ WRITTEN EXPRESSION
- ___ FLUENCY OF IDEAS
- ___ ORIGINALITY
- ___ MEMORIZATION
- ___ PROBLEM SENSITIVITY
- ___ DEDUCTIVE REASONING
- ___ INDUCTIVE REASONING
- ___ INFORMATION ORDERING
- ___ SPEED OF CLOSURE
- ___ FLEXIBILITY OF CLOSURE
- ___ SPATIAL ORIENTATION
- ___ VISUALIZATION
- ___ PERCEPTUAL SPEED
- ___ SELECTIVE ATTENTION
- ___ TIME SHARING

IMPORTANCE OF ABILITIES TO TASK CLUSTER PERFORMANCE

Please review the tasks that are listed under the following task cluster, and rate the importance of the abilities listed below for the performance of this task cluster.

Task cluster:

- P. **PROVIDING MEDICAL ASSISTANCE** - These tasks involve providing first aid and direct medical assistance to persons requiring emergency attention.

How important is each ability to the performance of the above task cluster?

- (3) Critical to the performance of the task cluster
- (2) Important to the performance of the task cluster
- (1) Somewhat important to the performance of the task cluster
- (0) Not relevant to the performance of the task cluster

Abilities:

- ___ ORAL COMPREHENSION
- ___ WRITTEN COMPREHENSION
- ___ ORAL EXPRESSION
- ___ WRITTEN EXPRESSION
- ___ FLUENCY OF IDEAS
- ___ ORIGINALITY
- ___ MEMORIZATION
- ___ PROBLEM SENSITIVITY
- ___ DEDUCTIVE REASONING
- ___ INDUCTIVE REASONING
- ___ INFORMATION ORDERING
- ___ SPEED OF CLOSURE
- ___ FLEXIBILITY OF CLOSURE
- ___ SPATIAL ORIENTATION
- ___ VISUALIZATION
- ___ PERCEPTUAL SPEED
- ___ SELECTIVE ATTENTION
- ___ TIME SHARING

IMPORTANCE OF ABILITIES TO TASK CLUSTER PERFORMANCE

Please review the tasks that are listed under the following task cluster, and rate the importance of the abilities listed below for the performance of this task cluster.

Task cluster:

- R. **TRAINING** - These tasks involve participating in drills which simulate important fire or rescue activities, and attending lectures or formal training.

How important is each ability to the performance of the above task cluster?

- (3) Critical to the performance of the task cluster
- (2) Important to the performance of the task cluster
- (1) Somewhat important to the performance of the task cluster
- (0) Not relevant to the performance of the task cluster

Abilities:

- ___ ORAL COMPREHENSION
- ___ WRITTEN COMPREHENSION
- ___ ORAL EXPRESSION
- ___ WRITTEN EXPRESSION
- ___ FLUENCY OF IDEAS
- ___ ORIGINALITY
- ___ MEMORIZATION
- ___ PROBLEM SENSITIVITY
- ___ DEDUCTIVE REASONING
- ___ INDUCTIVE REASONING
- ___ INFORMATION ORDERING
- ___ SPEED OF CLOSURE
- ___ FLEXIBILITY OF CLOSURE
- ___ SPATIAL ORIENTATION
- ___ VISUALIZATION
- ___ PERCEPTUAL SPEED
- ___ SELECTIVE ATTENTION
- ___ TIME SHARING

IMPORTANCE OF ABILITIES TO TASK CLUSTER PERFORMANCE

Please review the tasks that are listed under the following task cluster, and rate the importance of the abilities listed below for the performance of this task cluster.

Task cluster:

- T. STATION DUTIES AND CHORES - These tasks involve performing routine housekeeping chores or "committee work."

How important is each ability to the performance of the above task cluster?

- (3) Critical to the performance of the task cluster
- (2) Important to the performance of the task cluster
- (1) Somewhat important to the performance of the task cluster
- (0) Not relevant to the performance of the task cluster

Abilities:

- ___ ORAL COMPREHENSION
- ___ WRITTEN COMPREHENSION
- ___ ORAL EXPRESSION
- ___ WRITTEN EXPRESSION
- ___ FLUENCY OF IDEAS
- ___ ORIGINALITY
- ___ MEMORIZATION
- ___ PROBLEM SENSITIVITY
- ___ DEDUCTIVE REASONING
- ___ INDUCTIVE REASONING
- ___ INFORMATION ORDERING
- ___ SPEED OF CLOSURE
- ___ FLEXIBILITY OF CLOSURE
- ___ SPATIAL ORIENTATION
- ___ VISUALIZATION
- ___ PERCEPTUAL SPEED
- ___ SELECTIVE ATTENTION
- ___ TIME SHARING

FIREFIGHTER
EXAM NO. 7029

FINAL TASK LIST

A. INITIAL RESPONSE TO INCIDENTS/DRIVING - These tasks involve tasks that occur between receiving an alarm and initial fire fighting or emergency activities, including driving apparatus to and from various points.

1. Makes preliminary evaluation of incident based on alarm information received (e.g., alarm type, building type, etc.).
2. Proceeds to assigned apparatus upon receipt of call for service.
3. Dons personal protective gear (turnout coat, helmet, boots, breathing apparatus).
4. Determines route for apparatus based on alarm information, route cards, etc.
5. Communicates information (e.g., talks with other responding units, receives updates from officer in apparatus, etc.) while in route.
6. Sets out traffic cones or flares to block traffic lanes or streets.

B. SIZE-UP - These tasks involve evaluating the fire or incident scene to determine actions which should initially be taken and obtaining information needed for evaluation.

7. Determines level of life hazard at scene.
8. Determines appropriate point of entry into structure for assigned position based on location of fire, building type, security concerns, etc.
9. Determines which tools and equipment should be taken from apparatus based on structure type, location of fire, etc.
10. Keeps track of position of other firefighters in reference to fire or emergency.
11. Communicates with civilians at incident scene to obtain necessary information.

12. Evaluates possible building layout, including layout of individual apartments, based on location of fire escapes and other information.
13. Selects type of extinguisher (e.g., dry chemical, purple-K, foam, water, alcohol, fluoroprotein) needed for a particular situation.

C. CLIMBING AND PORTABLE LADDER ACTIVITIES - These tasks involve climbing ladders, stairs and fire escapes, and raising and setting up portable ladders.

14. Climbs up stairs to get to fire scene or assigned area.
15. Determines appropriate ladder type and size (e.g., 10', 16', 20', 24', 35', folding ladder, etc.) needed at incident scene.
16. Determines proper placement of ladder at scene (e.g., considers dangers of electrified lines, etc.).
17. Carries portable ladder from truck to incident scene.
18. Raises and places portable ladder into position (e.g., fire escape) at incident scene.
19. Butts ladders for other members.

H. SUPPLIES WATER FOR HOSE OPERATION - These tasks involve connecting or hooking up engine to fire hydrant and operating pumps to supply water in appropriate pressure and volume for fire fighting, using hydrant wrenches, couplings, hoses, spanner wrenches, and other tools.

36. Tightens loose couplings on supply line with a spanner wrench.
37. Turns on the hydrant using a hydrant wrench.
38. Stretches a line to another engine or to a tower or aerial ladder.

I. HOSE OPERATIONS DURING EXTINGUISHMENT - These tasks involve stretching line to fire scenes and delivering water to scene of fire.

39. Determines size and number of lengths of hose line needed to reach fire, using information regarding structure type and distance from structure.
40. Selects appropriate hose couplings and fittings to connect lines.
41. Changes hose couplings and fittings to connect lines.
42. Secures and replaces burst hose sections.
43. Carries uncharged hose line off hose bed to incident scene through hallways, up stairs, around corners, etc.
44. Chocks open doors and windows.
45. Stretches uncharged hose line to other fire personnel.
46. Flakes out hose line prior to charging so that no kinks or small bends impede operations.
47. Uses hose strap to support hose on staircase or ladders.
48. Disconnects ("breaks") hose line at back step after needed lengths have been removed from hose bed.
49. Operates nozzle at front of hose line to direct stream appropriately (e.g., into fire, in upward direction, etc.).
50. Removes kinks from hose line during extinguishment to ensure proper operations.
51. Feeds charged hose line to other fire personnel.
52. Applies water to structures on fire, using sweeping motions and projecting water into openings.
53. Uses extinguisher to extinguish or control fire.
54. Operates stang (tower hose) to apply water to structures on fire.

N. INSPECTION OF BUILDINGS/HYDRANTS - These tasks involve inspecting buildings for code violations or hazards on a periodic basis or during the course of activities, and inspecting hydrants for operational use:

73. Inspects buildings to determine location of standpipes, elevators, stairwells, exits, and other information which would be useful in fighting a fire in the building.
74. Inspects buildings for conformance to fire code regulations (e.g., clear fire stairs, bulkheads, alarm equipment present and in working order, fire extinguishers as required, etc.).
75. Upon discovering fire code violations that must be handled while on site (e.g., locked bulkheads), remains at site until necessary corrective action is taken.
76. Responds to complaints regarding unsafe conditions (e.g., electrical hazards, locked exits, overcrowded drinking establishments, possible structural problems, etc.).
77. Advises building personnel as to the actions which should be taken to prevent further occurrences in the case of a malfunctioning alarm, advises personnel on sanctions that could be taken if problem is not fixed.
78. Advises building personnel on conditions which should be corrected in the building which were noted in the course of responding to the alarm.
79. Inspects (turns on and drains) hydrants to ensure they are operational.
80. Notifies officer of hydrants needing repair.
81. Completes forms or cards on inspected structures or hydrants.
82. Fills out and issues violations on inspected structures, as warranted.
83. Marks structures involved in fire to identify areas of questionable stability.

O. EXTRICATION - These tasks involve extricating victims from vehicles, cave-ins, collapsed buildings or other entrapments in order to save lives, using shovels, torches, drills, pry bars, saws, jacks, burst tools, air bags, and other equipment:

84. Stabilizes vehicle using jacks, chocks, and stepchocks during extrication.

P. PROVIDING MEDICAL ASSISTANCE - These tasks involve providing first aid and direct medical assistance to persons requiring emergency attention:

85. Provides direct medical assistance (e.g., basic life support, CPR, etc.) to injured or ill citizens, victims of crime, etc.
86. Takes precautions (e.g., wears gloves, washes hands, etc.) to prevent the transfer of such things as blood or diseases.
87. Assists injured or ill citizens, victims of crime, etc. in getting appropriate medical treatment.
88. Assists EMS personnel during transport or as needed.

Q. ELEVATOR RELATED TASKS - These tasks involve controlling elevators and rescuing persons from stalled elevator cars.

89. Uses elevator which has been put into fire service to ascend to appropriate floor.

FIREFIGHTER
EXAM. NO. 7029

FINAL ABILITY LIST

1. ORAL COMPREHENSION is the ability to understand spoken English words and sentences.
2. WRITTEN COMPREHENSION is the ability to understand written sentences and paragraphs.
3. ORAL EXPRESSION is the ability to use English words or sentences in speaking so that others will understand.
4. WRITTEN EXPRESSION is the ability to use English words or sentences in writing so that others will understand.
5. FLUENCY OF IDEAS is the ability to produce a number of ideas about a given topic.
6. ORIGINALITY is the ability to produce unusual or clever ideas about a given topic or situation. It is the ability to invent creative solutions to problems or to develop new procedures for situations in which standard operating procedures do not apply.
7. MEMORIZATION is the ability to remember information, such as words, numbers, pictures and procedures. Pieces of information can be remembered by themselves or with other pieces of information.
8. PROBLEM SENSITIVITY is the ability to tell when something is wrong or is likely to go wrong. It includes being able to identify the whole problem as well as elements of the problem.
9. DEDUCTIVE REASONING is the ability to apply general rules to specific problems to come up with logical answers. It involves deciding if an answer makes sense.
10. INDUCTIVE REASONING is the ability to combine separate pieces of information or specific answers to problems, to form general rules or conclusions. It involves the ability to think of possible reasons for why things go together.
11. INFORMATION ORDERING is the ability to follow correctly a rule or set of rules or actions in a certain order. The rule or set of rules used must be given. The things or actions to be put in order can include numbers, letters, words, pictures, procedures, sentences, and mathematical or logical operations.
12. SPEED OF CLOSURE involves the degree to which different pieces of information can be combined and organized into one meaningful pattern quickly. It is not known beforehand what the pattern will be. The material may be visual or auditory.
13. FLEXIBILITY OF CLOSURE is the ability to identify or detect a known pattern (like a figure, word, or object) that is hidden in other material. The task is to pick out the disguised pattern from the background material.
14. SPATIAL ORIENTATION is the ability to tell where you are in relation to the location of some object or to tell where the object is in relation to you.

Firefighter #7029

Average Importance Ratings from Linkings X Importance Rating for Ability

Written Comprehension

	Avg. Importance rating of ability to task cluster		Importance rating of ability from JAO		
Cluster A	2.167	x	3.453	=	7.482
Cluster B	2	x	3.453	=	6.906
Cluster C	1.5	x	3.453	=	5.18
Cluster D	1.333	x	3.453	=	4.604
Cluster E	1.417	x	3.453	=	4.892
Cluster F	1.333	x	3.453	=	4.604
Cluster G	1.333	x	3.453	=	4.604
Cluster H	1.75	x	3.453	=	6.043
Cluster I	1.417	x	3.453	=	4.892
Cluster J	1.417	x	3.453	=	4.892
Cluster K	1.083	x	3.453	=	3.741
Cluster L	1.167	x	3.453	=	4.029
Cluster M	2.5	x	3.453	=	8.633
Cluster N	2.917	x	3.453	=	10.07
Cluster O	1.583	x	3.453	=	5.467
Cluster P	2.667	x	3.453	=	9.208
Cluster Q	2.167	x	3.453	=	7.482
Cluster R	2.75	x	3.453	=	9.496
Cluster S	2.917	x	3.453	=	10.07
Cluster T	2.083	x	3.453	=	7.194
Cluster U	2.167	x	3.453	=	7.482
			AVG.		6.522

Written Expression

	Avg. Importance rating of ability to task cluster		Importance rating of ability from JAO		
Cluster A	1.417	x	3.115	=	4.413
Cluster B	0.917	x	3.115	=	2.855
Cluster C	0.917	x	3.115	=	2.855
Cluster D	0.917	x	3.115	=	2.855
Cluster E	0.917	x	3.115	=	2.855
Cluster F	0.833	x	3.115	=	2.596
Cluster G	0.75	x	3.115	=	2.336
Cluster H	1.083	x	3.115	=	3.375
Cluster I	0.75	x	3.115	=	2.336
Cluster J	0.667	x	3.115	=	2.077
Cluster K	0.667	x	3.115	=	2.077
Cluster L	0.833	x	3.115	=	2.596
Cluster M	1.833	x	3.115	=	5.741
Cluster N	2.75	x	3.115	=	8.566
Cluster O	1	x	3.115	=	3.115
Cluster P	2.333	x	3.115	=	7.268

Cluster Q	1	x	3.115	=	3.115
Cluster R	2.25	x	3.115	=	7.009
Cluster S	2.417	x	3.115	=	7.528
Cluster T	1.75	x	3.115	=	5.451
Cluster U	1.417	x	3.115	=	4.413
			AVG.		4.067

Memorization

	Avg. importance rating of ability to task cluster		Importance rating of ability from JAO		
Cluster A	2.417	x	3.257	=	7.871
Cluster B	2.667	x	3.257	=	8.685
Cluster C	2.083	x	3.257	=	6.785
Cluster D	2.417	x	3.257	=	7.871
Cluster E	2.75	x	3.257	=	8.957
Cluster F	2.333	x	3.257	=	7.6
Cluster G	2.333	x	3.257	=	7.6
Cluster H	2.667	x	3.257	=	8.685
Cluster I	2.5	x	3.257	=	8.143
Cluster J	2.25	x	3.257	=	7.328
Cluster K	1.583	x	3.257	=	5.157
Cluster L	2	x	3.257	=	6.514
Cluster M	2.167	x	3.257	=	7.057
Cluster N	2.583	x	3.257	=	8.414
Cluster O	2.333	x	3.257	=	7.6
Cluster P	2.917	x	3.257	=	9.5
Cluster Q	2.167	x	3.257	=	7.057
Cluster R	2.583	x	3.257	=	8.414
Cluster S	2.167	x	3.257	=	7.057
Cluster T	1.583	x	3.257	=	5.157
Cluster U	2.417	x	3.257	=	7.871
			AVG.		7.587

Problem Sensitivity

	Avg. importance rating of ability to task cluster		Importance rating of ability from JAO		
Cluster A	2.25	x	3.453	=	7.769
Cluster B	2.833	x	3.453	=	9.784
Cluster C	2.333	x	3.453	=	8.057
Cluster D	2.5	x	3.453	=	8.633
Cluster E	2.917	x	3.453	=	10.07
Cluster F	2.583	x	3.453	=	8.92
Cluster G	2.417	x	3.453	=	8.345
Cluster H	2.5	x	3.453	=	8.633
Cluster I	2.583	x	3.453	=	8.92
Cluster J	2.417	x	3.453	=	8.345
Cluster K	1.583	x	3.453	=	5.467

Cluster L	1.917	x	3.453	=	6.618
Cluster M	2	x	3.453	=	6.906
Cluster N	2.25	x	3.453	=	7.769
Cluster O	2.667	x	3.453	=	9.208
Cluster P	2.667	x	3.453	=	9.208
Cluster Q	2.417	x	3.453	=	8.345
Cluster R	2.25	x	3.453	=	7.769
Cluster S	2.083	x	3.453	=	7.194
Cluster T	1.833	x	3.453	=	6.331
Cluster U	2.417	x	3.453	=	8.345
AVG.					8.126

Deductive Reasoning

Avg. importance		Importance			
rating of ability to task cluster		rating of ability from JAQ			
Cluster A	2	x	3.111	=	6.222
Cluster B	2.333	x	3.111	=	7.259
Cluster C	2.667	x	3.111	=	8.296
Cluster D	2.25	x	3.111	=	7
Cluster E	2.25	x	3.111	=	7
Cluster F	2.083	x	3.111	=	6.481
Cluster G	2.083	x	3.111	=	6.481
Cluster H	2.333	x	3.111	=	7.259
Cluster I	2.417	x	3.111	=	7.518
Cluster J	2.083	x	3.111	=	6.481
Cluster K	1.583	x	3.111	=	4.926
Cluster L	1.5	x	3.111	=	4.667
Cluster M	1.917	x	3.111	=	5.963
Cluster N	1.917	x	3.111	=	5.963
Cluster O	2.417	x	3.111	=	7.518
Cluster P	2.333	x	3.111	=	7.259
Cluster Q	2.25	x	3.111	=	7
Cluster R	2.333	x	3.111	=	7.259
Cluster S	1.75	x	3.111	=	5.444
Cluster T	1.583	x	3.111	=	4.926
Cluster U	2.25	x	3.111	=	7
AVG.					6.568

Inductive Reasoning

Avg. importance		Importance			
rating of ability to task cluster		rating of ability from JAQ			
Cluster A	1.917	x	3.089	=	5.921
Cluster B	2.417	x	3.089	=	7.465
Cluster C	2.25	x	3.089	=	6.95
Cluster D	1.833	x	3.089	=	5.663
Cluster E	2.167	x	3.089	=	6.693
Cluster F	2.083	x	3.089	=	6.435

Cluster G	2	x	3.089	=	6.178
Cluster H	2.25	x	3.089	=	6.95
Cluster I	2.083	x	3.089	=	6.435
Cluster J	2.083	x	3.089	=	6.435
Cluster K	1.5	x	3.089	=	4.634
Cluster L	1.417	x	3.089	=	4.376
Cluster M	1.75	x	3.089	=	5.406
Cluster N	1.75	x	3.089	=	5.406
Cluster O	2.417	x	3.089	=	7.465
Cluster P	2.333	x	3.089	=	7.208
Cluster Q	2	x	3.089	=	6.178
Cluster R	2.333	x	3.089	=	7.208
Cluster S	1.833	x	3.089	=	5.663
Cluster T	1.583	x	3.089	=	4.891
Cluster U	2.167	x	3.089	=	6.693
AVG					6.203

Information Ordering

	Avg. importance rating of ability to task cluster		Importance rating of ability from JAQ		
Cluster A	2.667	x	3.241	=	8.643
Cluster B	2.917	x	3.241	=	9.453
Cluster C	2.583	x	3.241	=	8.373
Cluster D	2.417	x	3.241	=	7.832
Cluster E	2.333	x	3.241	=	7.562
Cluster F	2.083	x	3.241	=	6.752
Cluster G	1.917	x	3.241	=	6.212
Cluster H	2.333	x	3.241	=	7.562
Cluster I	2.5	x	3.241	=	8.103
Cluster J	2.25	x	3.241	=	7.292
Cluster K	1.833	x	3.241	=	5.942
Cluster L	1.917	x	3.241	=	6.212
Cluster M	2.167	x	3.241	=	7.022
Cluster N	2.25	x	3.241	=	7.292
Cluster O	2.667	x	3.241	=	8.643
Cluster P	2.75	x	3.241	=	8.913
Cluster Q	2.417	x	3.241	=	7.832
Cluster R	2.583	x	3.241	=	8.373
Cluster S	2.417	x	3.241	=	7.832
Cluster T	1.667	x	3.241	=	5.402
Cluster U	2.417	x	3.241	=	7.832
AVG					7.575

Spatial Orientation

	Avg. importance rating of ability to task cluster		Importance rating of ability from JAQ		
Cluster A	2.333	x	3.408	=	7.952

Cluster B	2.667	x	3.408	=	9.088
Cluster C	2.667	x	3.408	=	9.088
Cluster D	2.583	x	3.408	=	8.804
Cluster E	2.833	x	3.408	=	9.656
Cluster F	2.333	x	3.408	=	7.952
Cluster G	2.167	x	3.408	=	7.384
Cluster H	1.917	x	3.408	=	6.532
Cluster I	2.5	x	3.408	=	8.52
Cluster J	2.333	x	3.408	=	7.952
Cluster K	1.333	x	3.408	=	4.544
Cluster L	1.583	x	3.408	=	5.396
Cluster M	1.167	x	3.408	=	3.976
Cluster N	2	x	3.408	=	6.816
Cluster O	2.417	x	3.408	=	8.236
Cluster P	1.833	x	3.408	=	6.248
Cluster Q	2.25	x	3.408	=	7.668
Cluster R	2.25	x	3.408	=	7.668
Cluster S	1.5	x	3.408	=	5.112
Cluster T	1	x	3.408	=	3.408
Cluster U	2.25	x	3.408	=	7.668
AVG.					7.127

Visualization

	Avg. importance		Importance		
	rating of ability		rating of ability		
	to task cluster		from JAQ		
Cluster A	1.75	x	3.021	=	5.287
Cluster B	2.5	x	3.021	=	7.553
Cluster C	2.25	x	3.021	=	6.797
Cluster D	2.25	x	3.021	=	6.797
Cluster E	2.667	x	3.021	=	8.056
Cluster F	2.083	x	3.021	=	6.294
Cluster G	1.833	x	3.021	=	5.539
Cluster H	1.75	x	3.021	=	5.287
Cluster I	2.25	x	3.021	=	6.797
Cluster J	2.083	x	3.021	=	6.294
Cluster K	1.167	x	3.021	=	3.525
Cluster L	1.5	x	3.021	=	4.532
Cluster M	1.667	x	3.021	=	5.035
Cluster N	2.167	x	3.021	=	6.546
Cluster O	2.417	x	3.021	=	7.301
Cluster P	2.083	x	3.021	=	6.294
Cluster Q	2	x	3.021	=	6.042
Cluster R	2.417	x	3.021	=	7.301
Cluster S	1.5	x	3.021	=	4.532
Cluster T	0.917	x	3.021	=	2.769
Cluster U	2.083	x	3.021	=	6.294
AVG.					5.946

Firefighter #7029

PRO-RATING FOR TEST PLAN

Ability	# before pro-rating	# after pro-rating
Written Comprehension	6.522	9.2833
Written Expression	4.067	5.7883
Memorization	7.587	10.798
Problem Sensitivity	6.126	11.565
Deductive Reasoning	6.568	9.3478
Inductive Reasoning	6.203	8.8281
Information Ordering	7.575	10.782
Spatial Orientation	7.127	10.144
Visualization	5.946	8.4631
TOTAL	59.72	85

Firefighter #7029

TEST PLAN

Ability	# of questions needed
Written Comprehension	9
Written Expression	6
Memorization	11
Problem Sensitivity	12
Deductive Reasoning	9
Inductive Reasoning	9
Information Ordering	11
Spatial Orientation	10
Visualization	8
TOTAL	85

EXHIBIT FF

P
R3

**FIREFIGHTER
EXAMINATION NO. 7029
LINKING PANEL**

You have been selected to participate in a linking panel for Firefighter, Exam. No. 7029. Your knowledge of the job of Firefighter is needed in order for us to determine the relationship between the tasks performed by Firefighters and the abilities they must possess.

Your first task will be to provide some information on your background and experience.

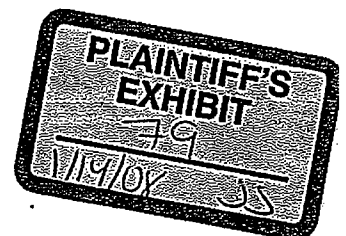
After that, you will review the list of tasks and abilities that Firefighters have rated as important for the job. You will then be asked to rate the importance of each of the eighteen abilities for the performance of each of the twenty-one task clusters:

Please make your ratings individually (not as a group), and remember that the contents of this survey and work on this panel is confidential.

Thank you for your valuable cooperation.

Please complete the following BACKGROUND INFORMATION:

Permanent title	<u>firefighter</u>
Number of years employed by the FDNY in your permanent title	<u>2</u>
Work location	<u>L-144</u>
Age	<u>33</u>
Ethnicity (White (non-Hispanic) Black (non-Hispanic) Hispanic Asian/Pacific Islander Native American]	<u>white</u>
Gender	<u>Male</u>



IMPORTANCE OF ABILITIES TO TASK CLUSTER PERFORMANCE

Please review the tasks that are listed under the following task cluster, and rate the importance of the abilities listed below for the performance of this task cluster.

Task cluster:

- A. **INITIAL RESPONSE TO INCIDENTS/DRIVING** - These tasks involve tasks that occur between receiving an alarm and initial fire fighting or emergency activities, including driving apparatus to and from various points.

How important is each ability to the performance of the above task cluster?

- (3) Critical to the performance of the task cluster
(2) Important to the performance of the task cluster
(1) Somewhat important to the performance of the task cluster
(0) Not relevant to the performance of the task cluster

Abilities:

- 3 ORAL COMPREHENSION
3 WRITTEN COMPREHENSION
3 ORAL EXPRESSION
1 WRITTEN EXPRESSION
1 FLUENCY OF IDEAS
1 ORIGINALITY
2 MEMORIZATION
3 PROBLEM SENSITIVITY
2 DEDUCTIVE REASONING
3 INDUCTIVE REASONING
3 INFORMATION ORDERING
3 SPEED OF CLOSURE
2 FLEXIBILITY OF CLOSURE
3 SPATIAL ORIENTATION
1 VISUALIZATION
3 PERCEPTUAL SPEED
3 SELECTIVE ATTENTION
2 TIME SHARING

IMPORTANCE OF ABILITIES TO TASK CLUSTER PERFORMANCE

Please review the tasks that are listed under the following task cluster, and rate the importance of the abilities listed below for the performance of this task cluster.

Task cluster:

- B. **SIZE-UP** - These tasks involve evaluating the fire or incident scene to determine actions which should initially be taken and obtaining information needed for evaluation.

How important is each ability to the performance of the above task cluster?

- (3) Critical to the performance of the task cluster
- (2) Important to the performance of the task cluster
- (1) Somewhat important to the performance of the task cluster
- (0) Not relevant to the performance of the task cluster

Abilities:

- 2 ORAL COMPREHENSION
- 3 WRITTEN COMPREHENSION
- 3 ORAL EXPRESSION
- 1 WRITTEN EXPRESSION
- 1 FLUENCY OF IDEAS
- 0 ORIGINALITY
- 3 MEMORIZATION
- 3 PROBLEM SENSITIVITY
- 1 DEDUCTIVE REASONING
- 1 INDUCTIVE REASONING
- 3 INFORMATION ORDERING
- 3 SPEED OF CLOSURE
- 1 FLEXIBILITY OF CLOSURE
- 2 SPATIAL ORIENTATION
- 1 VISUALIZATION
- 2 PERCEPTUAL SPEED
- 2 SELECTIVE ATTENTION
- 2 TIME SHARING

IMPORTANCE OF ABILITIES TO TASK CLUSTER PERFORMANCE

Please review the tasks that are listed under the following task cluster, and rate the importance of the abilities listed below for the performance of this task cluster.

Task cluster:

- C. **CLIMBING AND PORTABLE LADDER ACTIVITIES** - These tasks involve climbing ladders, stairs and fire escapes, and raising and setting up portable ladders.

How important is each ability to the performance of the above task cluster?

- (3) Critical to the performance of the task cluster
- (2) Important to the performance of the task cluster
- (1) Somewhat important to the performance of the task cluster
- (0) Not relevant to the performance of the task cluster

Abilities:

- 2 ORAL COMPREHENSION
- 0 WRITTEN COMPREHENSION
- 3 ORAL EXPRESSION
- 0 WRITTEN EXPRESSION
- 0 FLUENCY OF IDEAS
- 1 ORIGINALITY
- 3 MEMORIZATION
- 1 PROBLEM SENSITIVITY
- 3 DEDUCTIVE REASONING
- 2 INDUCTIVE REASONING
- 3 INFORMATION ORDERING
- 1 SPEED OF CLOSURE
- 0 FLEXIBILITY OF CLOSURE
- 3 SPATIAL ORIENTATION
- 0 VISUALIZATION
- 1 PERCEPTUAL SPEED
- 3 SELECTIVE ATTENTION
- 1 TIME SHARING

IMPORTANCE OF ABILITIES TO TASK CLUSTER PERFORMANCE

Please review the tasks that are listed under the following task cluster, and rate the importance of the abilities listed below for the performance of this task cluster.

Task cluster:

- D. **BUILDING ENTRY** - These tasks involve prying open or breaking through doors or otherwise entering buildings in order to search for and rescue victims and provide access to the fire for offensive fire fighting, using axes, halligan tool, hooks, rabbit tools, sledge hammers, power saws, and other tools.

How important is each ability to the performance of the above task cluster?

- (3) Critical to the performance of the task cluster
- (2) Important to the performance of the task cluster
- (1) Somewhat important to the performance of the task cluster
- (0) Not relevant to the performance of the task cluster

Abilities:

- 2 ORAL COMPREHENSION
- 0 WRITTEN COMPREHENSION
- 2 ORAL EXPRESSION
- 0 WRITTEN EXPRESSION
- 1 FLUENCY OF IDEAS
- 1 ORIGINALITY
- 2 MEMORIZATION
- 1 PROBLEM SENSITIVITY
- 0 DEDUCTIVE REASONING
- 0 INDUCTIVE REASONING
- 3 INFORMATION ORDERING
- 2 SPEED OF CLOSURE
- 1 FLEXIBILITY OF CLOSURE
- 1 SPATIAL ORIENTATION
- 0 VISUALIZATION
- 1 PERCEPTUAL SPEED
- 3 SELECTIVE ATTENTION
- 1 TIME SHARING

IMPORTANCE OF ABILITIES TO TASK CLUSTER PERFORMANCE

Please review the tasks that are listed under the following task cluster, and rate the importance of the abilities listed below for the performance of this task cluster.

Task cluster:

- E. **SEARCH** - These tasks involve searching fire or assigned area in order to locate victims and to obtain further information about fire, following standard search procedures.

How important is each ability to the performance of the above task cluster?

- (3) Critical to the performance of the task cluster
- (2) Important to the performance of the task cluster
- (1) Somewhat important to the performance of the task cluster
- (0) Not relevant to the performance of the task cluster

Abilities:

- 3 ORAL COMPREHENSION
- 1 WRITTEN COMPREHENSION
- 2 ORAL EXPRESSION
- 0 WRITTEN EXPRESSION
- 1 FLUENCY OF IDEAS
- 1 ORIGINALITY
- 3 MEMORIZATION
- 3 PROBLEM SENSITIVITY
- 1 DEDUCTIVE REASONING
- 1 INDUCTIVE REASONING
- 3 INFORMATION ORDERING
- 3 SPEED OF CLOSURE
- 2 FLEXIBILITY OF CLOSURE
- 3 SPATIAL ORIENTATION
- 3 VISUALIZATION
- 3 PERCEPTUAL SPEED
- 2 SELECTIVE ATTENTION
- 3 TIME SHARING

IMPORTANCE OF ABILITIES TO TASK CLUSTER PERFORMANCE

Please review the tasks that are listed under the following task cluster, and rate the importance of the abilities listed below for the performance of this task cluster.

Task cluster:

- F. RESCUE - These tasks involve assisting, carrying or dragging victims from emergency area by means of interior access (stairs, hallways, etc.) or, if necessary, by ladders, fire escapes, platforms, or other means of escape.

How important is each ability to the performance of the above task cluster?

- (3) Critical to the performance of the task cluster
- (2) Important to the performance of the task cluster
- (1) Somewhat important to the performance of the task cluster
- (0) Not relevant to the performance of the task cluster

Abilities:

- 3 ORAL COMPREHENSION
- 0 WRITTEN COMPREHENSION
- 3 ORAL EXPRESSION
- 0 WRITTEN EXPRESSION
- 1 FLUENCY OF IDEAS
- 1 ORIGINALITY
- 3 MEMORIZATION
- 1 PROBLEM SENSITIVITY
- 1 DEDUCTIVE REASONING
- 1 INDUCTIVE REASONING
- 1 INFORMATION ORDERING
- 1 SPEED OF CLOSURE
- 1 FLEXIBILITY OF CLOSURE
- 2 SPATIAL ORIENTATION
- 1 VISUALIZATION
- 1 PERCEPTUAL SPEED
- 3 SELECTIVE ATTENTION
- 3 TIME SHARING

IMPORTANCE OF ABILITIES TO TASK CLUSTER PERFORMANCE

Please review the tasks that are listed under the following task cluster, and rate the importance of the abilities listed below for the performance of this task cluster.

Task cluster:

- G. **VENTILATION** - These tasks involve opening or breaking open windows, chopping or cutting holes in roofs, breaking through walls or doors, and hanging fans in windows or doors to remove heat, smoke and gas from burning buildings.

How important is each ability to the performance of the above task cluster?

- (3) Critical to the performance of the task cluster
- (2) Important to the performance of the task cluster
- (1) Somewhat important to the performance of the task cluster
- (0) Not relevant to the performance of the task cluster

Abilities:

- 3 ORAL COMPREHENSION
- 1 WRITTEN COMPREHENSION
- 2 ORAL EXPRESSION
- 0 WRITTEN EXPRESSION
- 1 FLUENCY OF IDEAS
- 2 ORIGINALITY
- 1 MEMORIZATION
- 1 PROBLEM SENSITIVITY
- 1 DEDUCTIVE REASONING
- 1 INDUCTIVE REASONING
- 1 INFORMATION ORDERING
- 1 SPEED OF CLOSURE
- 1 FLEXIBILITY OF CLOSURE
- 1 SPATIAL ORIENTATION
- 1 VISUALIZATION
- 1 PERCEPTUAL SPEED
- 2 SELECTIVE ATTENTION
- 2 TIME SHARING

IMPORTANCE OF ABILITIES TO TASK CLUSTER PERFORMANCE

Please review the tasks that are listed under the following task cluster, and rate the importance of the abilities listed below for the performance of this task cluster.

Task cluster:

- H. **SUPPLIES WATER FOR HOSE OPERATION** - These tasks involve connecting or hooking up engine to fire hydrant and operating pumps to supply water in appropriate pressure and volume for fire fighting, using hydrant wrenches, couplings, hoses, spanner wrenches, and other tools.

How important is each ability to the performance of the above task cluster?

- (3) Critical to the performance of the task cluster
- (2) Important to the performance of the task cluster
- (1) Somewhat important to the performance of the task cluster
- (0) Not relevant to the performance of the task cluster

Abilities:

- 3 ORAL COMPREHENSION
- 2 WRITTEN COMPREHENSION
- 3 ORAL EXPRESSION
- 0 WRITTEN EXPRESSION
- 1 FLUENCY OF IDEAS
- 1 ORIGINALITY
- 3 MEMORIZATION
- 2 PROBLEM SENSITIVITY
- 1 DEDUCTIVE REASONING
- 1 INDUCTIVE REASONING
- 1 INFORMATION ORDERING
- 2 SPEED OF CLOSURE
- 1 FLEXIBILITY OF CLOSURE
- 2 SPATIAL ORIENTATION
- 1 VISUALIZATION
- 1 PERCEPTUAL SPEED
- 2 SELECTIVE ATTENTION
- 3 TIME SHARING

IMPORTANCE OF ABILITIES TO TASK CLUSTER PERFORMANCE

Please review the tasks that are listed under the following task cluster, and rate the importance of the abilities listed below for the performance of this task cluster.

Task cluster:

- I. **HOSE OPERATIONS DURING EXTINGUISHMENT** - These tasks involve stretching line to fire scenes and delivering water to scene of fire.

How important is each ability to the performance of the above task cluster?

- (3) Critical to the performance of the task cluster
- (2) Important to the performance of the task cluster
- (1) Somewhat important to the performance of the task cluster
- (0) Not relevant to the performance of the task cluster

Abilities:

- 3 ORAL COMPREHENSION
- 1 WRITTEN COMPREHENSION
- 2 ORAL EXPRESSION
- 0 WRITTEN EXPRESSION
- 2 FLUENCY OF IDEAS
- 3 ORIGINALITY
- 3 MEMORIZATION
- 2 PROBLEM SENSITIVITY
- 1 DEDUCTIVE REASONING
- 1 INDUCTIVE REASONING
- 3 INFORMATION ORDERING
- 2 SPEED OF CLOSURE
- 1 FLEXIBILITY OF CLOSURE
- 3 SPATIAL ORIENTATION
- 2 VISUALIZATION
- 3 PERCEPTUAL SPEED
- 2 SELECTIVE ATTENTION
- 2 TIME SHARING

IMPORTANCE OF ABILITIES TO TASK CLUSTER PERFORMANCE

Please review the tasks that are listed under the following task cluster, and rate the importance of the abilities listed below for the performance of this task cluster.

Task cluster:

- J. **OVERHAUL** - These tasks involve opening up walls and ceilings, cutting or pulling up floors and moving or turning over debris, in order to check for hidden fires which could rekindle or spread, using hooks, axes, saws and pitchforks.

How important is each ability to the performance of the above task cluster?

- (3) Critical to the performance of the task cluster
- (2) Important to the performance of the task cluster
- (1) Somewhat important to the performance of the task cluster
- (0) Not relevant to the performance of the task cluster

Abilities:

- 2 ORAL COMPREHENSION
- 1 WRITTEN COMPREHENSION
- 2 ORAL EXPRESSION
- 0 WRITTEN EXPRESSION
- 1 FLUENCY OF IDEAS
- 1 ORIGINALITY
- 2 MEMORIZATION
- 2 PROBLEM SENSITIVITY
- 1 DEDUCTIVE REASONING
- 1 INDUCTIVE REASONING
- 2 INFORMATION ORDERING
- 2 SPEED OF CLOSURE
- 2 FLEXIBILITY OF CLOSURE
- 3 SPATIAL ORIENTATION
- 3 VISUALIZATION
- 2 PERCEPTUAL SPEED
- 2 SELECTIVE ATTENTION
- 2 TIME SHARING

IMPORTANCE OF ABILITIES TO TASK CLUSTER PERFORMANCE

Please review the tasks that are listed under the following task cluster, and rate the importance of the abilities listed below for the performance of this task cluster.

Task cluster:

- K. **SALVAGE** - These tasks involve moving and covering furniture, appliances, merchandise and other property, and covering holes in buildings and redirecting or cleaning up water in order to minimize damage, using plastic and canvas covers, ropes, staple guns, mops, squeegees, and other tools.

How important is each ability to the performance of the above task cluster?

- (3) Critical to the performance of the task cluster
(2) Important to the performance of the task cluster
(1) Somewhat important to the performance of the task cluster
(0) Not relevant to the performance of the task cluster

Abilities:

- 2 ORAL COMPREHENSION
0 WRITTEN COMPREHENSION
0 ORAL EXPRESSION
0 WRITTEN EXPRESSION
0 FLUENCY OF IDEAS
0 ORIGINALITY
3 MEMORIZATION
0 PROBLEM SENSITIVITY
0 DEDUCTIVE REASONING
0 INDUCTIVE REASONING
2 INFORMATION ORDERING
0 SPEED OF CLOSURE
0 FLEXIBILITY OF CLOSURE
0 SPATIAL ORIENTATION
0 VISUALIZATION
0 PERCEPTUAL SPEED
2 SELECTIVE ATTENTION
0 TIME SHARING

IMPORTANCE OF ABILITIES TO TASK CLUSTER PERFORMANCE

Please review the tasks that are listed under the following task cluster, and rate the importance of the abilities listed below for the performance of this task cluster.

Task cluster:

- L. **CLEAN UP/PICK UP** - These tasks involve picking up and returning equipment to vehicle and rolling up or folding up hose, so that the company can go back in service.

How important is each ability to the performance of the above task cluster?

- (3) Critical to the performance of the task cluster
- (2) Important to the performance of the task cluster
- (1) Somewhat important to the performance of the task cluster
- (0) Not relevant to the performance of the task cluster

Abilities:

- 2 ORAL COMPREHENSION
- 0 WRITTEN COMPREHENSION
- 2 ORAL EXPRESSION
- 0 WRITTEN EXPRESSION
- 1 FLUENCY OF IDEAS
- 0 ORIGINALITY
- 2 MEMORIZATION
- 0 PROBLEM SENSITIVITY
- 0 DEDUCTIVE REASONING
- 0 INDUCTIVE REASONING
- 2 INFORMATION ORDERING
- 0 SPEED OF CLOSURE
- 0 FLEXIBILITY OF CLOSURE
- 0 SPATIAL ORIENTATION
- 0 VISUALIZATION
- 0 PERCEPTUAL SPEED
- 1 SELECTIVE ATTENTION
- 0 TIME SHARING

IMPORTANCE OF ABILITIES TO TASK CLUSTER PERFORMANCE

Please review the tasks that are listed under the following task cluster, and rate the importance of the abilities listed below for the performance of this task cluster.

Task cluster:

- M. **EQUIPMENT MAINTENANCE** - These tasks involve inspecting, cleaning, and maintaining apparatus, equipment carried on the apparatus, and personal gear and equipment.

How important is each ability to the performance of the above task cluster?

- (3) Critical to the performance of the task cluster
- (2) Important to the performance of the task cluster
- (1) Somewhat important to the performance of the task cluster
- (0) Not relevant to the performance of the task cluster

Abilities:

- 2 ORAL COMPREHENSION
- 3 WRITTEN COMPREHENSION
- 2 ORAL EXPRESSION
- 2 WRITTEN EXPRESSION
- 0 FLUENCY OF IDEAS
- 0 ORIGINALITY
- 3 MEMORIZATION
- 1 PROBLEM SENSITIVITY
- 1 DEDUCTIVE REASONING
- 1 INDUCTIVE REASONING
- 3 INFORMATION ORDERING
- 1 SPEED OF CLOSURE
- 0 FLEXIBILITY OF CLOSURE
- 0 SPATIAL ORIENTATION
- 0 VISUALIZATION
- 2 PERCEPTUAL SPEED
- 2 SELECTIVE ATTENTION
- 0 TIME SHARING

IMPORTANCE OF ABILITIES TO TASK CLUSTER PERFORMANCE

Please review the tasks that are listed under the following task cluster, and rate the importance of the abilities listed below for the performance of this task cluster.

Task cluster:

- N. INSPECTION OF BUILDINGS/HYDRANTS - These tasks involve inspecting buildings for code violations or hazards on a periodic basis or during the course of activities, and inspecting hydrants for operational use.

How important is each ability to the performance of the above task cluster?

- (3) Critical to the performance of the task cluster
- (2) Important to the performance of the task cluster
- (1) Somewhat important to the performance of the task cluster
- (0) Not relevant to the performance of the task cluster

Abilities:

- 2 ORAL COMPREHENSION
- 3 WRITTEN COMPREHENSION
- 2 ORAL EXPRESSION
- 3 WRITTEN EXPRESSION
- 0 FLUENCY OF IDEAS
- 1 ORIGINALITY
- 3 MEMORIZATION
- 2 PROBLEM SENSITIVITY
- 1 DEDUCTIVE REASONING
- 1 INDUCTIVE REASONING
- 2 INFORMATION ORDERING
- 1 SPEED OF CLOSURE
- 1 FLEXIBILITY OF CLOSURE
- 2 SPATIAL ORIENTATION
- 2 VISUALIZATION
- 1 PERCEPTUAL SPEED
- 2 SELECTIVE ATTENTION
- 2 TIME SHARING

IMPORTANCE OF ABILITIES TO TASK CLUSTER PERFORMANCE

Please review the tasks that are listed under the following task cluster, and rate the importance of the abilities listed below for the performance of this task cluster.

Task cluster:

- O. **EXTRICATION** - These tasks involve extricating victims from vehicles, cave-ins, collapsed buildings or other entrapments in order to save lives, using shovels, torches, drills, pry bars, saws, jacks, hand tools, air bags, and other equipment.

How important is each ability to the performance of the above task cluster?

- (3) Critical to the performance of the task cluster
- (2) Important to the performance of the task cluster
- (1) Somewhat important to the performance of the task cluster
- (0) Not relevant to the performance of the task cluster

Abilities:

- 2 ORAL COMPREHENSION
- 1 WRITTEN COMPREHENSION
- 2 ORAL EXPRESSION
- 1 WRITTEN EXPRESSION
- 3 FLUENCY OF IDEAS
- 3 ORIGINALITY
- 2 MEMORIZATION
- 1 PROBLEM SENSITIVITY
- 1 DEDUCTIVE REASONING
- 1 INDUCTIVE REASONING
- 2 INFORMATION ORDERING
- 1 SPEED OF CLOSURE
- 1 FLEXIBILITY OF CLOSURE
- 1 SPATIAL ORIENTATION
- 2 VISUALIZATION
- 1 PERCEPTUAL SPEED
- 2 SELECTIVE ATTENTION
- 2 TIME SHARING

IMPORTANCE OF ABILITIES TO TASK CLUSTER PERFORMANCE

Please review the tasks that are listed under the following task cluster, and rate the importance of the abilities listed below for the performance of this task cluster.

Task cluster:

- P. **PROVIDING MEDICAL ASSISTANCE** - These tasks involve providing first aid and direct medical assistance to persons requiring emergency attention.

How important is each ability to the performance of the above task cluster?

- (3) Critical to the performance of the task cluster
- (2) Important to the performance of the task cluster
- (1) Somewhat important to the performance of the task cluster
- (0) Not relevant to the performance of the task cluster

Abilities:

- 3 ORAL COMPREHENSION
- 2 WRITTEN COMPREHENSION
- 3 ORAL EXPRESSION
- 2 WRITTEN EXPRESSION
- 2 FLUENCY OF IDEAS
- 1 ORIGINALITY
- 3 MEMORIZATION
- 2 PROBLEM SENSITIVITY
- 2 DEDUCTIVE REASONING
- 2 INDUCTIVE REASONING
- 3 INFORMATION ORDERING
- 2 SPEED OF CLOSURE
- 1 FLEXIBILITY OF CLOSURE
- 0 SPATIAL ORIENTATION
- 0 VISUALIZATION
- 0 PERCEPTUAL SPEED
- 2 SELECTIVE ATTENTION
- 2 TIME SHARING

IMPORTANCE OF ABILITIES TO TASK CLUSTER PERFORMANCE

Please review the tasks that are listed under the following task cluster, and rate the importance of the abilities listed below for the performance of this task cluster.

Task cluster:

- Q. **ELEVATOR RELATED TASKS** - These tasks involve controlling elevators and rescuing persons from stalled elevator cars.

How important is each ability to the performance of the above task cluster?

- (3) Critical to the performance of the task cluster
- (2) Important to the performance of the task cluster
- (1) Somewhat important to the performance of the task cluster
- (0) Not relevant to the performance of the task cluster

Abilities:

- 2 ORAL COMPREHENSION
- 2 WRITTEN COMPREHENSION
- 3 ORAL EXPRESSION
- 0 WRITTEN EXPRESSION
- 2 FLUENCY OF IDEAS
- 2 ORIGINALITY
- 2 MEMORIZATION
- 0 PROBLEM SENSITIVITY
- 0 DEDUCTIVE REASONING
- 0 INDUCTIVE REASONING
- 2 INFORMATION ORDERING
- 2 SPEED OF CLOSURE
- 1 FLEXIBILITY OF CLOSURE
- 2 SPATIAL ORIENTATION
- 0 VISUALIZATION
- 2 PERCEPTUAL SPEED
- 2 SELECTIVE ATTENTION
- 2 TIME SHARING

IMPORTANCE OF ABILITIES TO TASK CLUSTER PERFORMANCE

Please review the tasks that are listed under the following task cluster, and rate the importance of the abilities listed below for the performance of this task cluster.

Task cluster:

- R. **TRAINING** - These tasks involve participating in drills which simulate important fire or rescue activities, and attending lectures or formal training.

How important is each ability to the performance of the above task cluster?

- (3) Critical to the performance of the task cluster
- (2) Important to the performance of the task cluster
- (1) Somewhat important to the performance of the task cluster
- (0) Not relevant to the performance of the task cluster

Abilities:

- 3 ORAL COMPREHENSION
- 3 WRITTEN COMPREHENSION
- 3 ORAL EXPRESSION
- 2 WRITTEN EXPRESSION
- 2 FLUENCY OF IDEAS
- 1 ORIGINALITY
- 2 MEMORIZATION
- 2 PROBLEM SENSITIVITY
- 1 DEDUCTIVE REASONING
- 2 INDUCTIVE REASONING
- 2 INFORMATION ORDERING
- 2 SPEED OF CLOSURE
- 1 FLEXIBILITY OF CLOSURE
- 1 SPATIAL ORIENTATION
- 2 VISUALIZATION
- 1 PERCEPTUAL SPEED
- 2 SELECTIVE ATTENTION
- 2 TIME SHARING

IMPORTANCE OF ABILITIES TO TASK CLUSTER PERFORMANCE

Please review the tasks that are listed under the following task cluster, and rate the importance of the abilities listed below for the performance of this task cluster.

Task cluster:

- S. **WATCH DUTIES** - These tasks involve standing watch to receive incoming alarms and information, answering phones, and monitoring access to the station house.

How important is each ability to the performance of the above task cluster?

- (3) Critical to the performance of the task cluster
- (2) Important to the performance of the task cluster
- (1) Somewhat important to the performance of the task cluster
- (0) Not relevant to the performance of the task cluster

Abilities:

- 3 ORAL COMPREHENSION
- 3 WRITTEN COMPREHENSION
- 3 ORAL EXPRESSION
- 2 WRITTEN EXPRESSION
- 1 FLUENCY OF IDEAS
- 1 ORIGINALITY
- 2 MEMORIZATION
- 1 PROBLEM SENSITIVITY
- 1 DEDUCTIVE REASONING
- 1 INDUCTIVE REASONING
- 2 INFORMATION ORDERING
- 1 SPEED OF CLOSURE
- 1 FLEXIBILITY OF CLOSURE
- 1 SPATIAL ORIENTATION
- 2 VISUALIZATION
- 1 PERCEPTUAL SPEED
- 2 SELECTIVE ATTENTION
- 1 TIME SHARING

IMPORTANCE OF ABILITIES TO TASK CLUSTER PERFORMANCE

Please review the tasks that are listed under the following task cluster, and rate the importance of the abilities listed below for the performance of this task cluster.

Task cluster:

- T. **STATION DUTIES AND CHORES** - These tasks involve performing routine housekeeping chores or "committee work."

How important is each ability to the performance of the above task cluster?

- (3) Critical to the performance of the task cluster
- (2) Important to the performance of the task cluster
- (1) Somewhat important to the performance of the task cluster
- (0) Not relevant to the performance of the task cluster

Abilities:

- 3 ORAL COMPREHENSION
- 2 WRITTEN COMPREHENSION
- 3 ORAL EXPRESSION
- 2 WRITTEN EXPRESSION
- 0 FLUENCY OF IDEAS
- 0 ORIGINALITY
- 2 MEMORIZATION
- 1 PROBLEM SENSITIVITY
- 1 DEDUCTIVE REASONING
- 1 INDUCTIVE REASONING
- 2 INFORMATION ORDERING
- 1 SPEED OF CLOSURE
- 1 FLEXIBILITY OF CLOSURE
- 1 SPATIAL ORIENTATION
- 1 VISUALIZATION
- 1 PERCEPTUAL SPEED
- 2 SELECTIVE ATTENTION
- 1 TIME SHARING

IMPORTANCE OF ABILITIES TO TASK CLUSTER PERFORMANCE

Please review the tasks that are listed under the following task cluster, and rate the importance of the abilities listed below for the performance of this task cluster.

Task cluster:

U. **MISCELLANEOUS** - These tasks involve miscellaneous tasks.

How important is each ability to the performance of the above task cluster?

- (3) Critical to the performance of the task cluster
- (2) Important to the performance of the task cluster
- (1) Somewhat important to the performance of the task cluster
- (0) Not relevant to the performance of the task cluster

Abilities:

- 2 ORAL COMPREHENSION
- 1 WRITTEN COMPREHENSION
- 2 ORAL EXPRESSION
- 0 WRITTEN EXPRESSION
- 1 FLUENCY OF IDEAS
- 0 ORIGINALITY
- 2 MEMORIZATION
- 1 PROBLEM SENSITIVITY
- 1 DEDUCTIVE REASONING
- 1 INDUCTIVE REASONING
- 2 INFORMATION ORDERING
- 1 SPEED OF CLOSURE
- 1 FLEXIBILITY OF CLOSURE
- 1 SPATIAL ORIENTATION
- 2 VISUALIZATION
- 1 PERCEPTUAL SPEED
- 2 SELECTIVE ATTENTION
- 1 TIME SHARING